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ABSTRACT

The Huntsville Module proposed a model program for the training and use of volunteer recruiters that could be used in other Adult Basic Education (ABE) systems in the Appalachian area; specifically, to (1) define procedures for identification and selection of volunteers, (2) provide an eighteen-hour training program, (3) compare recruitment and retention of students with those not receiving volunteer services, and (4) define strengths and weaknesses of recruiters in relating to undereducated adults and influencing ABE enrollment. Thirty-eight carefully selected volunteers attended twelve training sessions before their door-to-door recruitment of non-readers; this personal approach brought students into the programs's lower levels and held the withdrawals to 24 percent, compared to a 43 percent rate in the control group. (Components of the Appalachian ABE Demonstration Center are detailed, and a 20-page annotated bibliography of educational materials given. Fifty pages of appendixes include an evaluation chart for selection of volunteers, agendas for training workshops, student recruitment handouts, evaluation forms.) (AJ)

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Special Report

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

# A Training and Use of Volunteer Recruiters in Adult Basic Education Programs

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in Adult Basic Education Programs

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Appalachian
Adult
Education
Center

ED 086893

FINAL REPORT

# ALABAMA III (HUNTSVILLE) MODULE

# TRAINING AND USE OF VOLUNTEER RECRUITERS IN ADULT BASIC EDUCATION PROGRAMS

Grant Number: OEG-0-70-4616-111(324)

Legal Agent: Huntsville City Board of Education

Submitted to

Appalachian Adult Basic Education Demonstration Center

Morehead State University

Morehead, Kentucky

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ABSTRACT

ALABAMA III (HUNTSVILLE) MODULE

TRAINING AND USE OF VOLUNTEER RECRUITERS

IN ADULT BASIC EDUCATION PROGRAMS

The primary objective of the Huntsville Module was to develop a model program for the training and use of volunteer recruiters that could be used in other Adult Basic Education systems in the Appalachian area.

The first phase of our project dealt with the identification and selection of volunteers who could be used in support of our total Adult Basic Education Program. Participating in the identification and selection process were the project counselor, Adult Basic Education teacher-coordinator, coordinator for the Church Women United organization, and the director and interviewers of the Huntsville-Madison County Volunteer Bureau. A "Capability and Characteristic Evaluation Chart for Volunteer Recruiters and Teachers" was created to be used as a tool in the selection process.

Volunteer recruiters were secured through five means: church related groups, primarily Church Women United, Volunteer Bureau, Adult Basic Education teachers, news media and the Board of Education. The church-related groups produced seventy-two percent (72%) of the volunteer recruiters, the Volunteer Bureau twelve percent (12%), the Adult Basic Education teachers eight percent (8%), the news media four

percent (4%), and the Huntsville Board of Education identified four percent (4%).

Twelve in-depth orientation and training conferences were conducted for the volunteers. These required approximately twelve weeks with one conference being held each week. Five conferences were conducted by the project director and seven by the assistant project director. As a part of the last two conferences the volunteers visited and participated in the Huntsville Adult Basic Education classes.

During the months of September, November, February, and April the volunteer recruiters conducted one thousand one hundred five (1,105) door-to-door recruitment calls. An information card containing all vital information was completed and filed on each person. These calls were responsible for the enrollment of two hundred twenty-three (223) Adult Basic Education students: twenty-three (23) in Level I, forty-three (43) in Level II, ninety (90) in Level III, and sixty-seven (67) in the Learning Lab. More than ninety-five percent (95%) of these have remained in the program. The number of participants in the Huntsville Adult Basic Education Program was two hundred forty-two (242) in October, 1970, three hundred sixty-three (363) in December, 1970, four hundred eighty-two (482) in March, 1971, and eight hundred thirteen (813) in May, 1971. This shows a net gain in enrollment of five hundred seventy-one (571) or three hundred thirty-six percent (336%) of which two hundred twenty-three (223) or forty percent (40%) of the

total increase came through the efforts of the volunteer recruiters. The Athens Adult Basic Education Program, the control group for this project, had a cumulative enrollment of ninety (90) in October, one hundred five (105) in December, one hundred eleven (111) in March, and one hundred fifteen (115) in May. Their enrollment increased by twenty five (25) students or a twenty-eight percent (28%) increase for the 1970-71 school year.

The Huntsville Module staff consisted of one (1) full-time coordinator, one (1) full-time counselor, one (1) full-time secretary, one (1) part-time coordinator, thirteen (13) volunteer teachers, one (1) volunteer clerical assistant, one (1) volunteer teacher aide and thirty-three (33) volunteer recruiters.

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# INTRODUCTION

According to Webster, a volunteer is one who enters into or offers himself for any service of his own free will. We attempted to ascertain in this Alabama III (Huntsville) Module whether or not these persons could and would render meaningful service to the Adult Basic Education Program. A model program for the training and use of volunteers in the recruitment and retention of the disadvantaged adult in the Adult Basic Education Program was to be developed. The first stage of the project was the procedures used for identification and selection of volunteers who would be supporting the Adult Basic Education Program. The second stage was the planning and implementation of an eighteen-hour training program for the volunteers. In order to evaluate the success of the volunteers in recruitment and retention of the Adult Basic Education participants, a comparison between the Huntsville program and a control group was made. From the director's and assistant director's logs at the end of the project a list was to be composed of the strengths and weaknesses of the volunteer recruiters in actually influencing Adult Basic Education enrollment as opposed to prevocational enrollment.

One of the major goals of this project was to determine whether or not the volunteer worker could relate to the 28,535 persons living in Huntsville who have less than an eighth grade education in such a way that would cause them to want to

participate in the Adult Basic Education Program. We hoped that eventually this process of educating the under-educated person might reduce or eliminate the cycle of poverty in the Appalachian area.

There is far more to recruitment than merely having someone to deliver information leaflets. The recruiter has to come to really understand the recruitee. He must be able to put himself in the recruitee's shoes in order for him to be able to communicate effectively. This is one reason for the twelve orientation and training conferences. We wanted to acquaint the volunteer recruiter with the characteristics of the disadvantaged persons. In order to enroll the disadvantaged person in the Adult Basic Education Program he must see some immediate results. He wants to know how this education will benefit him now, not twenty years from now.

The volunteer recruiters were encouraged to spend as much time as necessary in each home to adequately explain the Adult Basic Education Program. Without this personal touch many of the lower level disadvantaged persons will never enroll in adult education.

## OBJECTIVES

The general objective of the Huntsville Module was the development of a model program for the training and use of volunteer recruiters that could be used in other Adult Basic Education systems in the Appalachian Area. This was subdivided into four (4) specific objectives. Objective number one was to define the procedures for identification and selection of volunteers in support of Adult Basic Education. The second objective was to provide an eighteen hour training program for volunteer Adult Basic Education recruiters. Objective number three was to compare the recruitment and retention of the students served by the volunteer recruiters and the guidance counselor with Adult Basic Education students not receiving recruitment and guidance services. The final objective was to define the strengths and weaknesses of volunteer Adult Basic Education recruiters in relating to undereducated adults and actually influencing Adult Basic Education enrollment as opposed to prevocational enrollment. Each of these will be discussed in the following pages.

OBJECTIVE I.

To define the procedures for identification and selection of volunteers in support of Adult Basic Education.

The project counselor, teacher-coordinator, coordinator for the Church Women United organization, the director and interviewers of the Huntsville-Madison County Volunteer Bureau worked cooperatively in the identification and selection of the volunteers for our module.

Eight informal conferences were held with the aforementioned interviewers to insure a mutual understanding as to qualifications and preferred characteristics to be looked for in the volunteer. The volunteer's job analysis was discussed in detail. Expectations such as the amount of time to be spent each week, degree of commitment, willingness to attend in-depth orientation and training conferences, and ethics were outlined in detail for each interviewer. Two letters of recommendation or a history of past volunteer service were required of each volunteer teacher and preferred for the recruiters. The project counselor held an extensive personal interview with each volunteer recommended by the other interviewers. These elements eliminated several would-be volunteers, but they have attributed greatly to the selection of thirteen extremely competent volunteer teachers, twenty-four dedicated volunteer recruiters, and one efficient clerical assistant.

The thirteen volunteer teachers referred to in the preceding

paragraph are a part of a newly organized Adult Basic Education class which meets during the morning hours in one of the federal housing projects. Four of the volunteers expressed a profound concern for the intellectual, social, and cultural development of these persons that went beyond recruitment. The four were selected to serve as volunteer recruiters and teachers. Thus, in our identification and selection of volunteers, we looked for persons who could serve in either or both of these capacities.

Identification

Various methods of recruiting volunteers were utilized (see Appendix A). Our primary source for volunteers has been the Church Women United organization. They have provided volunteers for most of the recruitment effort and the new volunteer teacher project. Eighteen recruiters and six teacher-recruiters have come directly from or subsequently through their efforts. They are really a group of very dedicated ladies. The state president and president of the Huntsville chapter, Mrs. Carolyn Edwards, has been very actively involved. An article concerning our need for volunteers was printed in their "Newsletter" which goes to ladies all over the state. A personal letter was sent to each person recommended by the coordinator of this group and to anyone who had expressed an interest in the recruitment project.

We have also utilized the efforts and resources of the Huntsville-Madison County Volunteer Bureau in obtaining more

volunteers. They have been responsible for identifying three volunteer recruiters and three volunteer teachers. We submitted requests for persons interested in recruiting, serving as a volunteer teacher and/or serving as a teacher aide to this bureau. They were given detailed information as to the type of person for which we were looking. They also were familiar with the capabilities and characteristics which we felt would be most advantageous for the volunteer to possess.

Two local churches were contacted. The director and assistant director spoke to different church groups in an effort to explain what we were attempting to do in our project and ask for volunteer recruiters.

All thirty-eight Adult Basic Education and Model Cities teachers currently working in the Huntsville program were asked to submit names of persons they knew who might be interested in serving as a volunteer recruiter. Due to their recommendations we have selected two recruiters and two teachers.

The local newspapers were also utilized in the identification of volunteers. An article announcing the Appalachian Adult Basic Education Demonstration Center grant for the Huntsville Module and a summary of the objectives was printed in The Huntsville Times on December 16, 1970.
Later a newspaper reporter spent one morning observing the work the volunteers were doing and wrote a feature article

which appeared in the February 28, 1971, edition of The Huntsville Times. The editor of the Model Cities Neighborhood newspaper, Impact, also observed the efforts of the volunteers and presented a report of her findings in the March, 1971, edition. These articles and others concerning our Adult Education Program brought about numerous inquiries from many people. We talked with thirty-five persons as a result of these articles and from them selected one volunteer recruiter and one volunteer teacher.

Selection

A "Capability and Characteristic Chart for Volunteer Recruiters and Adult Basic Education Teachers" was formulated to aid the interviewers in volunteer selection (see Appendix B). This chart contains fourteen categories and each was to be rated on a scale from a "low" of one to a "high" of 5+. The following paragraphs reveal why we feel each of these characteristics and capabilities are necessary qualities for the volunteer Adult Basic Education recruiter or teacher to possess in order to function effectively.

Dependability

Mrs. Pat Carey, volunteer recruiter coordinator, said "For a volunteer to function effectively as an Adult Basic Education recruiter he must possess a high degree of dependability." When the recruiting dates are agreed upon the

recruiter needs to be present on that particular date. On registration nights the recruiter needs to be present to welcome those he has recruited. This affords the new student at least one person with whom to identify. This serves as a strong support for their first decision as an Adult Basic Education student--electing to come back to school. This first evening may very well be the determining factor in the student's mind to make this night his first or his last as an adult student. His decision to come needs some reinforcement and who is better qualified to do this than the person who has met him and visited his home!

The recruiter must also be depended upon to do follow-up work. If some of "his" students start missing classes consistently, he should phone them or go by and visit them. They should also complete data cards (see Appendix C) on each person visited, so that when they are back in the neighborhood they may stop by and visit their recruitees again. If they have completed their data cards properly, they will be able to recall such data as first names, names of children, and key concerns that were discussed previously.

In this project we have experienced some difficulty in this area of recruiter dependability. We have had two instances where four volunteers failed to show up for recruitment. In following this up we found the reason was inclement weather in three cases, and one lady said she simply forgot about it.

We have also experienced some difficulty in getting the persons who only do recruiting to agree to go out more than two days during the two weeks prior to registration. However, in most cases the volunteer coordinator, Mrs. Pat Carey, has been able to bring in other volunteers to take their places. During the winter months when the weather is cold and children are sick, it is difficult to get as many recruiters to go out as we could use. More information pertaining to the difficulties we experienced in working with volunteer recruiters may be found in Objective IV of this report.

Dependability was a key characteristic taken into consideration in the selection process of the volunteers who wanted to teach in the Adult Basic Education Program. If the teacher doesn't meet his class consistently, he can do more harm than good for the student. This is especially true in the lower levels. They learn to depend on the teacher being present. This even encourages them to attend classes regularly. The teachers are expected to be on time for their classes. In fact, we encourage them to be there a few minutes before the starting hour to greet the early arrivers. If the teachers are continually late, the students begin to doubt the sincerity of their concern for them.

The dependability factor among the thirteen volunteer teachers has proven to be extremely high. We have had only four teachers to be absent a total of ten days since classes began

on February 8, 1971.

Patience

Another characteristic which the volunteer must possess is patience. The recruiter must be willing to spend as much time in the home as necessary to fully explain the Adult Basic Education Program and show the person how it can benefit him. He must be willing to go back again and again in order to recruit some of the lower level students. He cannot become weary after the first or second visit to the same person.

It takes almost an unlimited amount of patience to continue to recruit the lower level recruitee. It causes the person to become frustrated if we try to "push" him into the program. We would all like to see the recruitees enroll in our Adult Basic Education classes and progress toward their maximum attainment level, but we must realize that there are some who just aren't going to do it. But we continue to recruit them anyway, hoping to change their outlook. The recruiter must be able to relax and accept the person for what he is and realize that changing a person's thoughts and habits is an extremely slow process.

The selected teachers who ranked extremely high in this characteristic, along with other considerations, were encouraged to work with the lower level students.

Concern for People

A quality which we felt had to be evident in order for

the volunteer recruiter to be successful was a sincere concern for all people. This is one consideration which prevented the selection of three volunteers and played a part in the removal of a volunteer teacher. He should always strive to build a mutual confidence with the recruitee. This cannot be a false type of pietism or artificial concern but genuine empathy for the recruitee. It is that ability to participate in someone else's feelings and ideas. The adult recruitee can read through a fake more readily than a child. It is portrayed not only in what he says, but the way he says what he says, the way his eyes look or don't look at a person, the mannerisms he uses and even his facial expressions. It is this characteristic, which simultaneously affects others, that helps eliminate the recruitee's anxiety and fears and allows him to open up and respond honestly and meaningfully with the volunteer recruiter or vice-versa. It is this characteristic that allows the recruiter to be invited into the person's home to talk about the program, rather than having to speak through a screen door. This is one of the most important characteristic traits, and yet it is one of the most difficult to explain by the written word. It is something that can be determined almost exclusively by face-to-face, eyeball-to-eyeball contact. If a person has it or if he doesn't, you know it, but it is almost impossible to tell someone else why you know whether he has it or not. This is one reason for having at least two personal interviews with the volunteers rather than accepting merely the written information.

Mrs. Jo McComas, one of the volunteers who is deeply involved with the Adult Basic Education participants, contends that each volunteer must become as involved as possible with the Adult Basic Education recruitees. She says "A part of the volunteer's responsibility as I see it, is to become involved with the participants. We need to know as much as possible about the lives of each one we recruit and work with. This is one reason why I feel it is advantageous for the volunteer teachers to assist in recruitment. This gives us an opportunity to see where they live, meet other family members, see the inside of their homes, and observe the kinds of pictures hanging on their walls. This helps us in determining the best ways to meet this particular individual's needs."

Self-esteem and self-confidence are basic to learning. The personal interest that the volunteer recruiter gives the Adult Basic Education participant may be the catalyst that makes him recognize his own worth and ability to achieve.

Time Available

Another criteria for selection of volunteer recruiters is the amount of available time. This means enough time to come to training and orientation conferences, do recruiting several times during the year, counseling, follow-ups, and participate in registration.

For the person who is volunteering only as a recruiter, the time available factor is not as demanding as it is for those who are also serving as teachers. There is an intensive

recruitment campaign prior to each new registration date, which occurs every eight weeks. A total of six hours is spent per day in recruitment for the two weeks prior to registration. Different groups go out on certain specified days to designated areas. Therefore, the amount of available time required for each recruiter is flexible. This is one reason for the "time available section" of the volunteer Adult Basic Education recruiter application form (see Appendix D). They are encouraged, however, to go out at least two days during each of the two-week periods and to make follow-up visits on those who did not enroll.

The volunteer recruiter coordinator must be able to spend even more time than the recruiter. She must have time to organize the recruiters into groups for various areas and to recruit on certain days, draw maps of the designated areas, and constantly seek additional recruiters. Some of the maps prepared by Mrs. Pat Carey are to be found in Appendix E.

Formal Education

The extent of the volunteer's formal education is also taken into consideration in selection. We look for persons who have had at least some college training and preferably hold a degree in education. While a college education is important, it isn't absolutely imperative, nor is it always a reliable guide to use in selecting the better Adult Basic Education volunteer recruiter. One of the most successful

recruiters and teachers we have in the project is the one with the smallest amount of college training. However, her empathy for the recruitees is unexcelled by the others. Her enthusiasm and commitment are picked up by the other volunteers and participants.

The educational background was used more as a determining factor in selecting volunteer teachers than it was in the selection of recruiters. While the recruiter must be competent, he does not have to possess a college degree.

Ability to Accept People

We felt that the ability to accept people for what they are was an important characteristic for the volunteer recruiter to possess. This will determine to a great extent the way in which he confronts the possible Adult Basic Education student. The person can very readily pick this up and it may determine whether or not he will enroll in the classes. The recruiter needs to accept the person for what he is and not what he thinks he should be. He must not portray criticism or stricture.

Knowledge of Adult Basic Education Program

The volunteer recruiter should be fully informed about the whole gamut of Adult Education programs in the area. He should know what courses are being offered in all the adult programs. He needs to know how people can enroll in these classes and any expense the student may incur in any one of them. He needs to be shown how each class fits into the total program and how

each one is related to the others. He should be introduced to the teachers and administrators in the Adult Education Program. This kind of information gives the recruiter additional confidence. It is also beneficial from the standpoint of the recruitee. If he isn't interested in attending a basic education class he may be extremely interested in attending a prevocational or leisure-oriented class which may or may not lead him into the Adult Basic Education Program. Furthermore, he may have family members or friends whom he could encourage to join the class. Sometimes we found that a word from one of the Adult Basic Education participants did more to influence one to join the class than the word of the teacher or recruiter.

The volunteer recruiter was introduced to our total adult program at our first orientation and training workshop. He was acquainted with all the various aspects of the program and shown how each one was connected to the total program. We provided an opportunity for them to see how the Work Incentive Now (W.I.N.) Program, Model Cities, Appalachian Adult Basic Education Demonstration Center--Huntsville Module, Huntsville Area Vocational Technical Center, and the Adult Basic Education Program all worked cooperatively in Huntsville to provide educational opportunities for the educationally deprived adults. They were given the opportunity to visit and observe two of the programs. However, looking in retrospect, it would have been to the recruiter's advantage to have visited each aspect of

the program. It is our contention that each volunteer recruiter should be provided a "Volunteer's Handbook" on adult education programs.

When the recruiter goes out he is given information sheets which identify every course that is being offered in all our programs (see Appendix P). These are left in the homes. These sheets also identify the persons to be contacted for additional information, telephone numbers, location where the classes are to be held, and costs. We found these to be of great value to the recruiter.

Interest

To do anything well a person needs to be interested in what he is doing. This is certainly true in this area of recruitment. If he goes out merely to do a job he is going to get very few persons to enroll in Adult Basic Education classes. We found that those volunteers who weren't interested in adult education soon dropped out of the recruitment effort.

Cooperativeness

To go along with this interest the volunteer needs to be cooperative. This is especially true where you do recruitment in teams as we did. There were very few times when one person went out by himself. This quality is equally necessary for the volunteer teacher.

Receptiveness to Training

When one finds a volunteer who believes he already knows everything there is to know about recruiting and isn't willing to attend orientation and training conferences one should be very cautious about selecting him. There needs to be a minimum of sixteen hours of training. It's hard to sell something you don't know anything about. In addition to information about the various programs the recruiters asked for some plain, simple techniques on how to recruit. We accomplished this by using role playing. Then we had an experienced volunteer go out with each new recruiter the first day. Here they could observe all the fine points of a good recruiter. This also added additional confidence to the experienced volunteer. (See section four for additional areas to be added to the training sessions.)

Ability to Withstand Rebuff

If a person does much recruiting he is going to find that there are going to be homes in which the recruiter will get everything except a warm reception. Sometimes they won't even answer the door, slam the door in your face, act as though you had insulted them by coming to their house to talk about Adult Basic Education and/or leave you standing outside on a cold day. Even though there may be only a few of these instances, the volunteer must be able to withstand this sort of rebuff. If he lets it bother him, he will drop out of the program.

Ability to Relate Learning to Real Life Situations

The Adult Basic Education recruitee needs to see how what he is doing, or is about to do, is benefiting him now and how it will in the distant future. He must be shown by the volunteer recruiter that what he is doing now can affect his life immediately. This is a very important point for the recruiter to stress when making door-to-door calls. If he can show a young man how a G.E.D. diploma may enable him to get a better job and more money, he has instilled an incentive that may get this person enrolled in an Adult Basic Education class and help keep him there. The same sort of incentive can be given a lower level student. Some persons have enrolled in our classes in order to learn to read the labels on cans in the grocery store or write a letter to their son or daughter.

If the volunteer recruiter himself has been shown how the Adult Basic Education class does relate to the students' real life situations, it makes it easy for him to convey this to those he visits. This is another reason why the recruiters need to visit some of the actual Adult Basic Education classes before attempting to do any recruiting.

Appropriate Personal Appearance

An appropriate personal appearance is always advantageous for the recruiter. The recruitee is going to be influenced by the way the recruiter dresses, talks, and acts. If he is

"overdressed" in a disadvantaged area of town, he is not likely to receive a warm reception. It is equally important for the recruiter to be neat and clean.

Experience in Volunteer Service

One area in which we place a lot of emphasis in volunteer selection is the amount of experience the person has had in volunteer services. Those who have served as successful volunteers in the past have made very good recruiters. We also checked the nature of the volunteer service to help us determine the proper placement of this individual. We preferred two letters of recommendation but did not require them for the recruiters. We found all of them very eager to tell us about the volunteer services they had rendered.

These fourteen capabilities and characteristics we felt were vital for a successful volunteer to have.

OBJECTIVE II.

To provide an eighteen-hour training program (four sessions) for volunteer Adult Basic Education recruiters.

Once the identification and selection process has been completed, a very thorough training and orientation program must follow immediately if you are to have a high rate of retention among the volunteer recruiters. They must know as much as possible about the total Adult Basic Education Program if they are to do an effective selling job. They need to know what to tell the recruiter to look for and expect from the program. He should know who to refer the student to for guidance and registration. They must also be shown how what is taking place in the adult program can be helpful to the persons they are recruiting.

Twelve conferences and workshops were conducted to acquaint the volunteer recruiters with the characteristics of the disadvantaged adult. Some of those participating in these conferences were Dr. Harry E. Frank, head of Adult Education Department, Auburn University; Mr. Bob Walden, State Adult Basic Education Area Supervisor; Mr. Ben Garmon, Director of Huntsville Area Vocational Technical Center; Mr. Merron Tibbs, Director of Model Cities Instructional Activities; and Mr. Richard Showers, one of the Adult Basic Education instructors. An agenda for most of these workshops and conferences may be found in the Appendix G.

Various teaching techniques were utilized which included video tapes, transparencies, role playing, field trips, lectures, and informal group discussions. These will be mentioned in the report of each conference or workshop.

Each recruiter was given an extensive information notebook which contained numerous articles on adult education materials. Included in this notebook were articles on "Never Too Old to Learn," "Personality Factors Which May Interfere With the Learning of Adult Basic Education Students," "Principles of Learning Designed to Effect Behavioral Change," "Stages of Adult Reading," "The Cultural Chasm," "Poverty: As Viewed by the Sociologist," "Socio-Cultural History of Illiterates," "Economic Returns of Adult Basic Education," "Are the Poor Different From Me," "Who Is the Undereducated Adult?" "The Culture of Poverty," "What Is Poverty," "Some Approaches to the Study of the Individual," "Ten Methods for Better Meetings," "Sagamore Conference on the Sociological Backgrounds of Adult Education," "Conditions for Adult Growth and Change," "How the Individual Adult Approaches Learning," "Methods in Adult Education," "Good Teaching With Audio-Visual Aids," "Using Group Dynamics in Instructing People," "Methods Demonstration," "Andragogy: Not Pedagogy!" "Getting and Keeping Members," "Thirty (30) Million Adults Go to School," "Developmental Tasks of Middle-Aged Adults (45-60)," "An Informal Reading Inventory for Adults," and "Educational Programs Designed to Bring About Changes in the Individual Learner." They were also

given pertinent information handouts on the subject area in which we were discussing at that particular workshop or conference.

The recruiters were given an opportunity to visit one or more of the existing Adult Basic Education classes. Some preferred to visit the Work Incentive Now classes which are held during the day and others elected to come in the evenings. The teachers were asked to help the volunteers in any way possible. These visits gave the recruiters first hand experience as to what was happening in the program and subsequently more confidence when he went out recruiting.

## Workshop Activities

The first workshop with fifteen volunteers, Church Women United ladies, met at the Huntsville Area Vocational Technical Center. The workshop was conducted by Mrs. Bobbie Griffin, Coordinator of Adult Education; Mr. Ben Garmon, Director of the Vocational Center; and Mr. Merron Tibbs, Director of Model Cities Instructional Activities.

During the morning session, the ladies were given a thorough background of the total Adult Education Program through a video tape of the classes offered and an oral presentation. After the video tape, a question and answer period followed about the classes and what was available to the adult learner in Huntsville. All levels of the Adult Basic Education and G.E.D. Programs were explained. All classes offered through our Model Cities Program were discussed. Handout materials about the various programs were distributed to the volunteers.

During the afternoon session, through the use of transparencies and the overhead projector, the ladies were presented the Job Description of the Recruiter. This was discussed in detail and agreed to by the recruiters.

An in-depth session followed on methods that could be used in approaching the prospective adult learner. The volunteers were divided into three small discussion groups to enable them to better express their ideas. When they reassembled, a spokesman from each group presented their group's ideas.

Handout sheets were given to each volunteer on their job description and an evaluation of their recruitment endeavor. They were asked to become familiar with the evaluation sheet, as this would be the focus of the next workshop meeting after their first recruitment endeavor. (See Appendix H.)

The volunteers were assigned areas where there was a large number of prospective Adult Basic Education learners. A map of the Cavalry Hill area had been prepared, and Mrs. Pat Carey, the coordinator of the volunteers from Church Women United, assigned various sections to the volunteers.

Twelve volunteer recruiters met at the Huntsville Area Vocational Technical Center for a four hour evaluation session for the second workshop. The workshop was conducted by the Coordinator of Adult Education. Dr. Harry E. Frank, Auburn University, and Mr. Bob Walden, State Area Adult Basic Education Supervisor, were used as consultants at no cost to the program.

The evaluation sheet that the ladies had been given at the last workshop was used as the focal point of the discussion. Each point on the sheet was discussed as to strong and weak areas of the recruitment endeavor. (See Appendix H.)

A transparency of the evaluation sheet was shown on the overhead projector. As the volunteers talked and discussed the evaluation sheet, those remarks which would be the most

help to them were written on the transparency.

Each volunteer was asked to relate her feelings about the recruitment adventure. All of the ladies had positive attitudes and were very enthused about the endeavor. Many interesting and humorous experiences that the volunteers had encountered while recruiting were told.

Dr. Frank and Mr. Walden contributed greatly to the overall discussion of the evaluation and both helped to broaden the perspective of the evaluation.

The volunteers were given a definite report of increased enrollment in the program as a result of their personal recruitment. A chart had been made showing this increase by individual centers.

At this workshop the volunteers, Church Women United ladies, decided to continue the recruitment endeavor as their project for the next year. Another workshop was planned for September and plans were made to try and involve more of the ladies in the project.

The third workshop was held in October, 1970, where eighteen volunteers, Church Women United ladies, met at the Huntsville Area Vocational Technical Center for a four hour session. The main emphasis of this session was to acquaint the volunteer recruiters with the characteristics of the disadvantaged adult.

Dr. Harry E. Frank from Auburn University conducted the workshop. Through the use of transparencies and the overhead

projector, he presented and discussed the characteristics of the disadvantaged adult. A question and answer period followed the presentation. The volunteers were divided into four groups and each group was assigned a topic which they were to present in a role playing skit. The topics assigned dealt with different situations that the volunteers might encounter in their recruitment endeavors. Since some of the volunteers had already experienced a few of these situations in their first recruitment, they were really able to do a good job of role playing. The ladies thoroughly enjoyed this activity.

The later part of the session was spent in a brief review of the programs that would be offered this year. Several of the ladies who were new volunteers remained for a thorough discussion on the total Adult Education Program.

On November 16, 1970, ten volunteers met at the Vocational Center for a fourth four hour workshop. The opening session was spent in giving a full explanation of our demonstration project that the volunteers would be helping us with. Mr. Ray Blankenship, the Assistant Project Director, was introduced to the group and talked with them about their work with the project.

A discussion followed dealing with an evaluation of their September recruitment endeavor. Strong and weak points were discussed. There was a general feeling among the ladies that this recruitment experience had been more worthwhile than the first one. Emphasis had been placed on getting into the homes

to talk with the people. As a result of understanding the disadvantaged person better, this was more easily accomplished.

Mr. Richard Showers, one of our black Adult Basic Education teachers, spoke to the group on how to recruit effectively. He discussed ways to get into the homes, different approaches to take in talking with the people, and ways they could win the confidence of the people. This proved very helpful as the volunteers asked questions about situations that had occurred while they were recruiting. Mr. Showers answered questions, discussed with them what he would have done in certain situations, and why the people reacted as they did.

The session ended with a discussion of the plans for the next recruitment. Detailed maps had been drawn of the various housing projects and procedure was mapped out for the recruiters by Mrs. Pat Carey.

Ten volunteer recruiters met again at the Huntsville Area Vocational Technical Center from 9:00-11:00 a.m. on January 7 for the fifth conference. This conference was headed by Mr. A. Ray Blankenship. Dr. Harry E. Frank and Mrs. Bobbie L. Griffin served as consultants.

The agenda included a concise statement of the Appalachian Adult Basic Education Demonstration Center, Huntsville Module objectives, short history of Adult Education in the United States, discussion of the hard-core poor Butler Terrace-Binford Court area, levels of Adult Basic Education classes,

schedule of classes, number of volunteer teachers and recruiters needed, recruitment and retention, and announcement of the next orientation conference.

Several overlays were used in the presentation (see Appendix I). In the section dealing with the history of Adult Education in the United States, nine various adult programs were discussed. These were: (1) The Town Meeting, (2) The Junto, (3) Libraries, (4) Mechanics Institute, (5) The Chautauqua Movement, (6) Higher Education, (7) Agricultural Extension, (8) Vocational Education, and (9) Recent Programs.

Also discussed was the participation in Adult Education Programs by socio-economic groups, income, education, and age. This led to a discussion on the courses being taken by adults in the various programs. These were presented to the group by means of an overhead projector.

One-fourth of the conference was directly related to some observations about Adult Basic Education recruitment. Since the next recruitment campaign was to be conducted in a hard-core disadvantaged neighborhood, we concentrated on recruitment of the hard-core disadvantaged. See "Some Observations About Adult Basic Education Recruitment" in Appendix J.

The discussion centered around the nature of the hard-core disadvantaged adults. The persons to be recruited would most likely be the unemployed, underemployed, and those who had failed before. Their value system would be quite different from those of the volunteers. These persons would be looking

for immediate gratification. They would be looking for tangibles rather than intangibles.

We discussed in detail the Butler Terrace-Binford Court area. This is the area in which the recruitment campaign was to be conducted as well as the location for a new volunteer teacher Adult Basic Education day class. A map of the area, special dwelling units maps showing the 450 apartments, and information cards which had been prepared were shown to the volunteers (see Appendix E). Mrs. Pat Carey, coordinator for the Church Women United organization, discussed in detail the various recruitment efforts that had been used before, door-to-door calls, newspaper articles, and radio spots.

She related that during these first recruitment campaigns in this area fifty people were found who had stated that there were two primary reasons they did not participate in the Adult Basic Education classes. First, they had no child care service available during the evening hours and secondly, there was a lack of transportation. It was our consensus that a class held in this particular neighborhood during the morning hours would greatly enhance the possibility of recruiting these persons.

We discussed the socio-economic status of the residents of this area. Most of them are underemployed if not unemployed. They make below the average income, are predominately black, uninformed, and many of them are transient. The volunteers were told that they would be given a list of the apartments in this area and the name of the current resident if possible.

Mr. Green, director of the Binford Court Project, related to us that during the winter months the residents were not nearly as transient as they were in the spring and summer.

A question and answer period was held where most of the recruiters responded quite well. We concluded this conference by choosing January 25-29 and February 1-5 as dates to begin our recruitment efforts. These were the two weeks immediately prior to the new registration date, February 8.

On January 14, our next conference was held at the Huntsville Area Vocational Technical Center with fifteen members present. Those participating in the program were Dr. Harry E. Frank, Auburn University professor; Mrs. Ann Hayes from the Appalachian Adult Basic Education Demonstration Center in Morehead, Kentucky; and Mrs. Sheila Guest, the employed teacher-coordinator for the volunteer teacher project in the Butler Terrace area.

Following a brief summary of the January 7 conference, the meeting was turned over to Dr. Frank. He first discussed some of the Andragogy principles. He said we have learned that adults are different from children as learners in certain very critical ways. Therefore, new methods, techniques, and materials have been developed and tailored to the unique characteristics of the adult learner. The coining of the word "Andragogy," which is derived from the Greek word "Andros" meaning "man" or "grownup" is an indication of the break from pedagogy. He suggested that one of the main differences

between adults and children is the number of experiences each has had. This needs to be taken into consideration whether you are recruiting or teaching the adult. He also related that the child was different from the adult in his self-concept. The adult needs to be treated as a self-directing individual. He should be allowed some freedom to take part in the planning process for the Adult Basic Education classes.

He then enumerated some of the personal characteristics or environmental aspects that affect the adult learner which are pertinent to learning. Under the biological characteristics he listed: visual acuity, auditory acuity, learning ability, speed of learning, and physical capacity. The psychological characteristics included self-confidence, self-directiveness, need achievement or drive, time orientation, life orientation, open-closed mind, interest range, gratification of desires and learning orientation. Some of the sociological aspects which affect the adult learner are the reference group's educational outlook, adulthood stage educational needs, social status of learner, educational philosophy of society, and occupational status in society. Occupational style, learning style, economic security, organization participation, status basis and educational purpose are some of the cultural aspects which affect the Adult Basic Education learner. This information proved to be very helpful for the volunteer recruiter. It helped him to better understand the educationally disadvantaged and thus have the line of communication opened.

A tape of Dr. Frank's presentation was made in order to make it accessible for subsequent workshops. A copy of this was sent to Mr. Bob Walden who was to be the leader of the next workshop.

Each of the volunteers received a handbook of Adult Education materials which was beautifully done by Dr. Frank's staff at Auburn University. This notebook contained many articles on topics that he had discussed in his presentation. A complete listing of the twenty-six articles included in this notebook may be found in the introduction to project objective number two. Also see Appendix K for copies of materials presented on transparencies.

Mrs. Ann Hayes, evaluation specialist for Appalachian Adult Basic Education Demonstration Center in Morehead, Kentucky, explained to the volunteers the way our project was related to the other projects being funded by the Appalachian Adult Basic Education Center and the National Adult Basic Education Program. She expressed enthusiasm for the project and said she believed this could play an important role in the course of Adult Basic Education.

Mr. Bob Walden, State Area Adult Basic Education Supervisor for North Alabama, served as the consultant for our January 21 conference.

The thrust of this meeting was aimed toward a better understanding of Adult Basic Education in the state of Alabama and the responsibility of the recruiter and volunteer teacher

in reference to dropouts and enrollment of students. An agenda for this meeting may be found in Appendix G.

Mr. Walden first showed the 18 persons present how the Adult Basic Education Program was funded. He showed how the federal government, state board of education and the local school systems financially support the program. He suggested that one of the basic needs in the Adult Basic Education Program is more trained teachers. Most Adult Basic Education teachers are moonlighters who teach in the public schools during the day and in the Adult Basic Education Program at night. There are only four (4) full-time Adult Basic Education employees employed at the local level in the state.

His contention was that what was needed more than anything in Alabama's Adult Basic Education Program was not recruitment but retention. He than gave several suggestions as to ways the volunteer recruiters and volunteer teachers could help raise the rate of retention especially among the lower level students.

His presentation was followed by a viewing of the film entitled "The Second Chance." This seemed to be particularly beneficial to the volunteers. This was followed with a question and answer period.

The Adult Learning Center was the site of our January 28 workshop for volunteer recruiters and teachers. There were fourteen persons present. Those participating in this workshop were the assistant project director; Mrs. Sheila

Guest, volunteer teacher-coordinator; and Dr. Robert Fortenberry, Assistant Superintendent of the Huntsville City Schools.

We opened this meeting with a summary of the three previous meetings. This was aimed at more detailed and practical facts in teaching adults in general and specifically those Adult Basic Education students who were living in the area of Butler Terrace and Binford Court.

Each person present was supplied an agenda for the meeting, a directory of all volunteer recruiters and teachers complete with address and telephone number, and a copy of the "day class" information sheet which was to be used in recruitment (see Appendix F and I..

In an effort to prepare the volunteer recruiter for registration, various methods to use in placing the recruitee were discussed. It was decided that an extensive interview with each one would be conducted on registration day, February 8, 1971. These would be conducted by the counselor and/or the volunteers. It was suggested that whenever possible the volunteers who had been instrumental in recruiting the person be the one to conduct the interview. We felt this would remove some of the apprehensions the participant might have. It would also aid in placement since this volunteer had been to his home and was familiar with his daily environment. She would also have available the information cards which were completed at the time of recruitment--thus saving a duplication

of information. (See Appendix T for AABEDC forms used.)

A permanent record card and information sheets were to be completed for each recruitee. This would make it possible for us to determine on an individual basis whether he could read or write. This would further implement the placement process. Those who were not able to read or write would be assisted by the interviewer.

Some attention and consideration would be given to the number of years of public school they had completed. But this, like the other data, would be only one of the considerations taken into account in determining what level the person should be enrolled.

Another method in further determining the placement level of the participant would be to put several considerations on the blackboard and ask each one to respond to them on paper. This would reveal something about their writing ability, usage of grammar, spelling ability, etc. They would be asked to respond to such things as their names, addresses, children's names, occupations.

If, after the aforementioned methods were tried there was still some doubt as to proper placement, the Adult Basic Learning Examination (ABLE test) or the Tests of Adult Basic Education (TABE test) could be administered. Where there remained a question or doubt we preferred to place the participant in a lower level so that if he demonstrated superior ability, it would be easy to move him up to the next level.

Following a very thorough study of the composure of the various levels, we began to formulate a personnel list for the various levels. We did this by merely asking the volunteer to choose the level they preferred to work with. Prior to this meeting the teacher-coordinator, Mrs. Sheila Guest; coordinator for Church Women United, Mrs. Pat Carey; and the counselor reviewed the qualifications of each volunteer and prepared a personnel list which we felt would be most advantageous. We took into consideration such things as the person's past experiences, personality, training in education, temperament, availability, record of volunteer service, consistency, and friends who were also planning to teach (see appendixes for "Capabilities and Characteristics Chart"). Without a single exception they volunteered to serve in the level we had hoped for.

Prior to the meeting, copies of all available materials for each of the Adult Basic Education levels were placed on separate tables. Then they spent one hour brousing through the materials in the level in which they had chosen to serve. They selected and carried with them copies of the materials they liked best.

Following an introduction to the materials, the volunteers were invited to visit in the Work Incentive Now Adult Basic Education class in the level in which they had elected to work. The teachers were asked in advance to assist the volunteers in any way possible. This proved to be one of the most advantageous aspects of the orientation and training process. Here they could see for themselves how these teachers taught adults. They also

were exposed to other materials and the way in which they were used. One of the volunteers who had previously taught in high school was shocked to see how the students were given freedom to work by themselves and to help each other during classes.

All this information was tremendously helpful to the recruiters. It gave them more confidence. They were better prepared to show each recruitee how the Huntsville Adult Education Program could benefit him. They were in a position to explain the organization and style of the adult classes.

The next conference which met on February 4 was held at the site of the volunteer class--the Butler Terrace Community Center. This provided an opportunity for the volunteers to become acquainted with the neighborhood in which they would be working as well as the Community Center where the classes would be conducted. (See Appendix M for Job Dexcription.)

In an effort to make the Adult Basic Education participant's learning experiences as applicable as possible to his daily needs we chose to invite various guest speakers to attend our classes. Eleven (11) speakers were selected. They represented such agencies and businesses as the public health department, local real estate broker, family planning, social security, employment office, lawyers, accountants who worked with income tax. Some of the volunteers knew someone who was employed in many of the aforementioned areas and were happy to help schedule them to speak to the group. The speakers

were scheduled to coincide with the subject matter being presented by the teacher at that particular time. Then as the volunteers went from door-to-door recruiting they told the recruitees about these speakers and it created a lot of interest.

We again went over the maps of the area. Plans were made to do intensive recruitment two days before registration. Each of the volunteers were given information sheets, recruiter's information cards, and maps to assist them in recruitment.

Some of the volunteers who had done recruiting before did some role playing for the benefit of the others. Groups were selected to cover the various streets in the area. They were to recruit in pairs rather than alone. This would give the new recruiters an opportunity to go with one of the experienced ones.

It was suggested that there was a need for a large sign to be placed in front of the Community Center to aid in recruitment as well as building recognition. Mrs. Judy Watters, one of the volunteers, said her husband would be happy to paint such a sign. Later he presented us with a 3' x 5' sign which was beautifully done.

The teacher-coordinator was to be responsible for securing any materials and supplies needed by the volunteers.

We emphasized again the importance of promptness and dependability on the part of all who were associated with the project. This would not only help in enrolling the students

but would aid tremendously in their retention.

We concluded the workshop by touring the building and selecting areas for the various classes to meet.

The final two workshops were conducted at the Butler Terrace Community Center on February 8 and 9 with twelve (12) persons present. Mrs. Sheila Guest, volunteer teacher-coordinator, and A. Ray Blankenship, assistant project director, served as leaders for both workshops.

Generally, these two days were used for lesson planning, registering new students, and recruiting the immediate area surrounding the Community Center. We did present a film on how education can help us improve ourselves to the teachers and new participants. You may see Appendix B or an agenda for each workshop.

Following registration, we selected appropriate spaces for each of the classes based upon the registration figures. Then the teachers worked in groups by levels making lesson plans and schedules for the first week of classes. They concluded these sessions by spending two hours recruiting in the area.

In looking at the twelve orientation and training workshops, they accomplished the goals which were intended. When we discussed the workshops with the recruiters, they felt that all the sessions had been informative and covered the topics thoroughly. With the knowledge and guidance they received from the training programs, they were able to do a very good

job of recruitment.

There are some changes we plan to initiate for our workshops next year. More emphasis will be placed on the practical implications of adult education than the theoretical aspects. We plan to place more emphasis on the role-playing techniques and hope to videotape a recruitment visit by one of the experienced volunteers.

OBJECTIVE III.

To compare the recruitment and retention of the students served by the volunteer recruiters and the guidance counselor with Adult Basic Education students not receiving recruitment and guidance services.

Three influential factors must be kept in mind for a meaningful comparison between the Huntsville and Athens Adult Basic Education programs. The first factor is the number of years that an adult education program has been available to the citizenry. The Athens program is in its first year of operation. Limestone County, in which Athens is located, has had an Adult Basic Education Program for the past four years but the city itself has not offered a program. The Huntsville Adult Basic Education Program has been in existence for five years. Therefore, those adults who were easy to reach have been enrolled and most have completed their education. There remains, however, some twenty-eight thousand persons who are below eighth grade level. Many of these are the "hard-core" type. On the other hand, the Athens program has a field of eager beavers who have been waiting for an opportunity to complete their education.

The second factor is the number of Level III and G.E.D. students enrolled in each program. Athens shows 84 or 76% of their enrollment in both levels while Huntsville shows 344 or 42%. In both programs, the greatest number of students are

enrolled in these levels. Athens has seven (7) persons enrolled in Level I and twenty-four (24) in Level II. Huntsville has enrolled one hundred twenty-nine (129) in Level I and three hundred forty (340) in Level II. We have found from our experience that the lower level students are substantially more difficult to recruit and retain. The Level III and G.E.D. students can easily be recruited by radio announcements, newspaper articles, information leaflets, or television. The lower level student requires a much more personal approach. This we feel is why we have been able to enroll as many Level I and Level II students as we have. The volunteer recruiters have provided this personal approach that has won some of our students.

It has also been our experience that the retention of the lower level student is more difficult. The more individualized instruction a teacher gives her students, the higher the retention rate. The level III and G.E.D. students are less affected.

The third factor is the population of the two cities. Athens has a population of approximately fourteen thousand (14,000) while Huntsville has approximately one hundred sixty-two thousand (162,000).

All the classes in the Athens program are held in one building. In comparison, Huntsville's Adult Basic Education classes are conducted in six different locations. This spreading out of classes helps to individualize the classes.

It also helps eliminate transportation problems.

Athens has one teacher for all Level I students and one teacher for Level II. The Huntsville project has five paid teachers and five volunteer teachers in Level I and three paid and three volunteer teachers in Level II.

From October, 1970, to May, 1971, Athens' Adult Basic Education Program had a total of forty-nine (49) withdrawals for all courses. Huntsville, for the same time period, experienced one hundred ninety-two withdrawals. There were two (2) students from the Athens program who withdrew to enter other educational training and twenty-five (25) from the Huntsville program. Sixty-seven (67) students completed requirements for eighth grade equivalency or beyond in Huntsville and Athens had twenty-five (25). There were seven (7) in Huntsville to withdraw due to local of interest while Athens lost three (3). Athens lost twelve (12) due to conflict with work while Huntsville lost sixty-one (61). Huntsville lost thirty-two (32) for other reasons and Athens nine (9). The total number of withdrawals for this time period was Huntsville: one hundred ninety-two (192), and Athens: fifty-one (51). This was a twenty-four percent (24%) withdrawal rate for Huntsville and a forty-three percent (43%) for Athens. Two of the main reasons for Huntsville's low percentage of withdrawals were the volunteer recruiters and the guidance counselor. If a student was absent for three consecutive classes he was telephoned and/or visited by one or both of these. This kept sixty-two (62)

absentees from becoming withdrawals. A total of 288 absentees were contacted (see Appendix N)

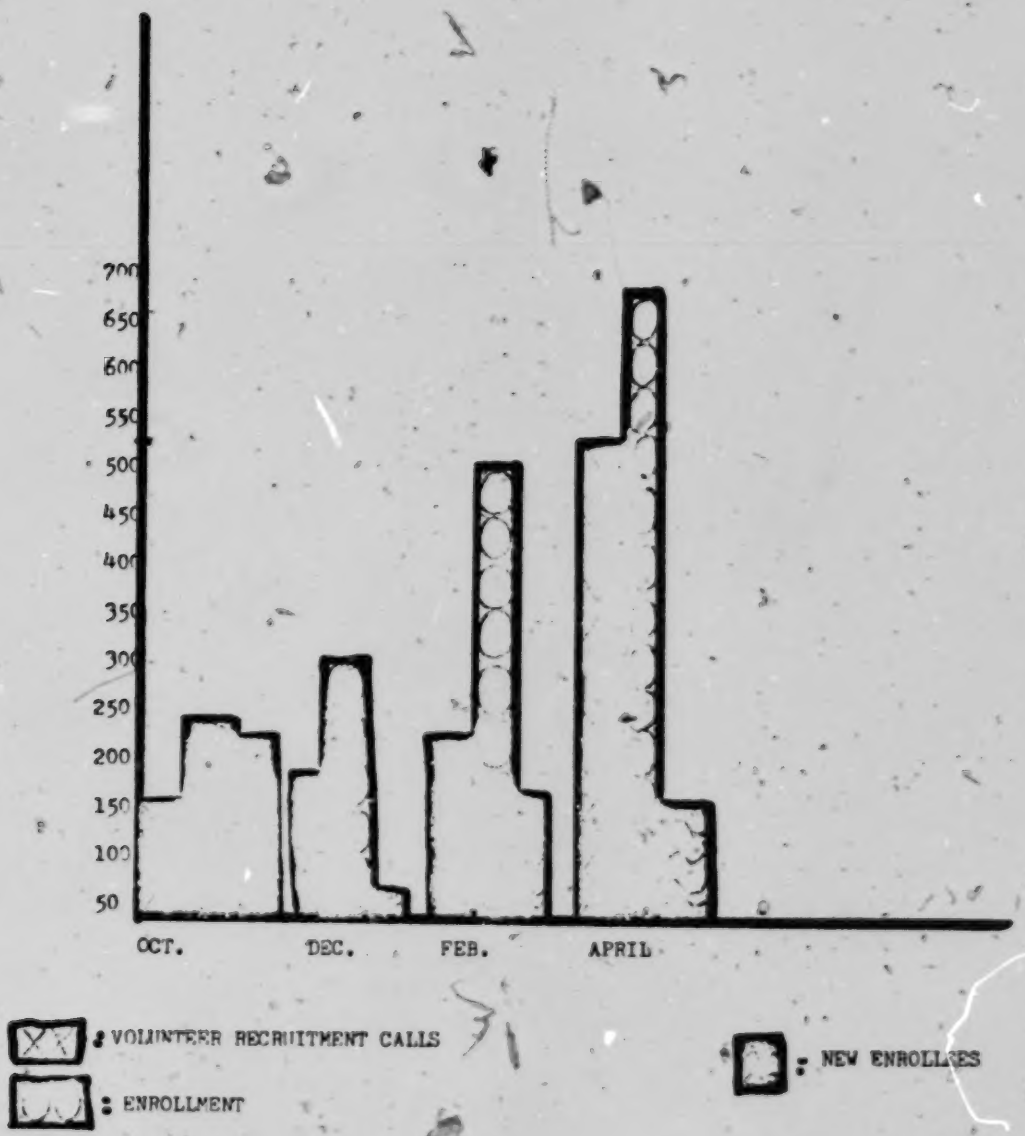
Athens had one withdrawal in December, six in January, twenty-five in February, five in March, seven in April and seven in May. Huntsville had five in November, seven in January, thirteen in February, twenty in March, one hundred seventeen in April, and thirty in May.

The following charts give a visual account of the number and reasons for withdrawal of the Athens and Huntsville Adult Basic Education Programs.

HUNTSVILLE MODULE

VOLUNTEER RECRUITMENT CALLS

ADULT BASIC EDUCATION ENROLLMENT 1970-1971

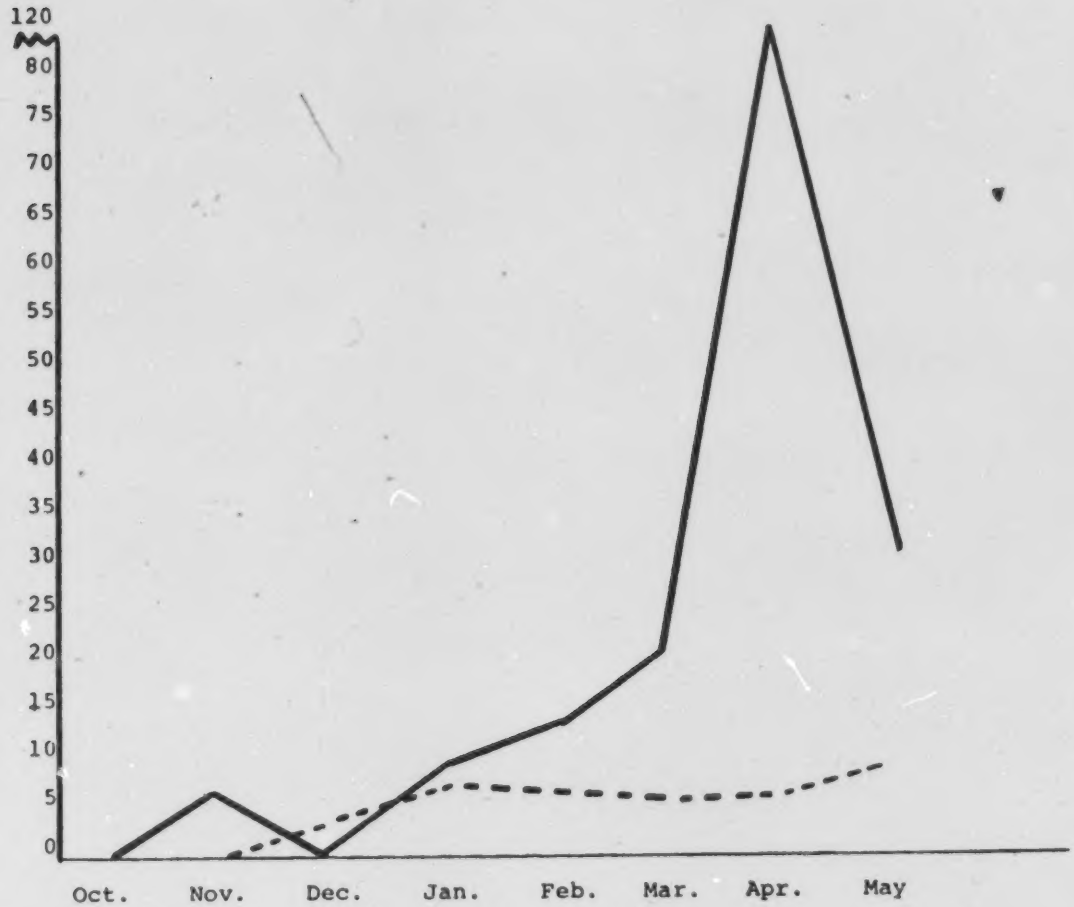


Huntsville Module

Huntsville - Athens

Adult Basic Education Withdrawals

October 1970 - May 1971




_ _ _Athens

_____Huntsville

Huntsville Module

Adult Basic Education

Reasons for Withdrawal

Huntsville and Athens Programs

October 1970 May 1971

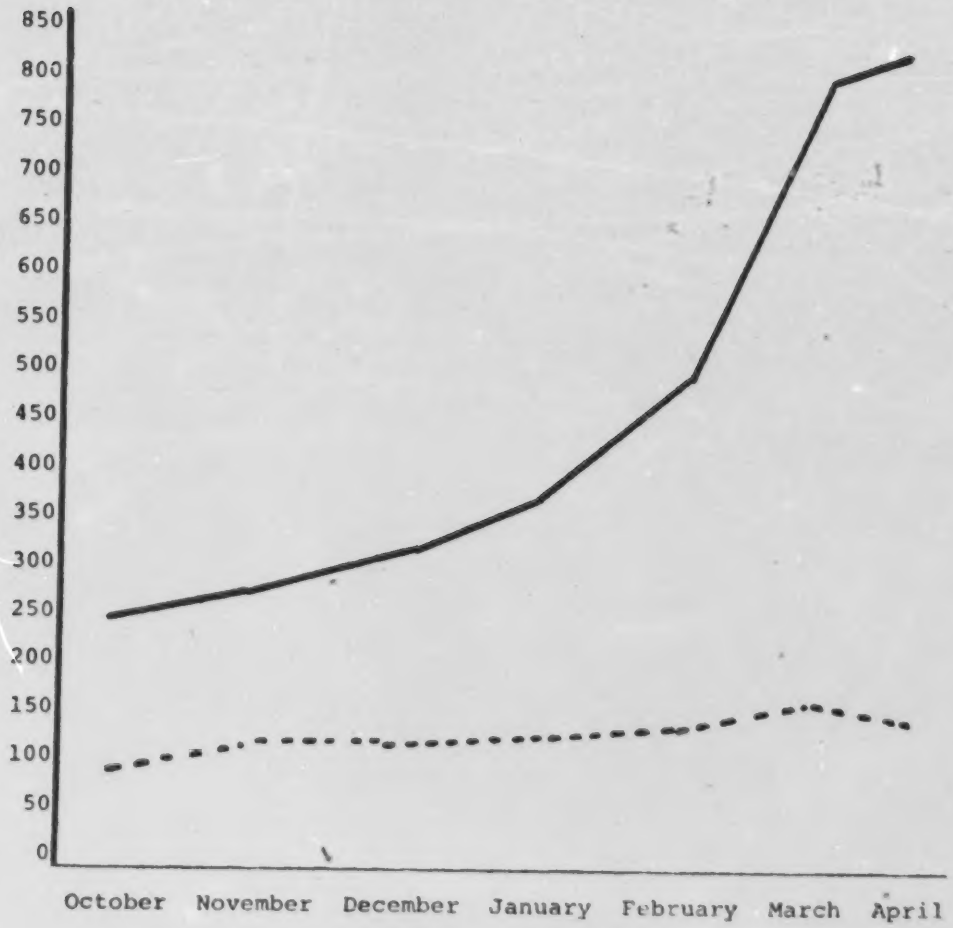
| Reason for Withdrawal | Number of students Huntsville | Athens | Total |
|---|---|---|---|
| Completed requirements for eighth grade equivalency or beyond | 67 | 25 | 92 |
| Job change | 52 | 12 | 64 |
| Employment | 9 | 0 | 9 |
| Lack of interest | 7 | 3 | 10 |
| Entry into training program | 25 | 2 | 27 |
| Other | 32 | 9 | 41 |
| Total | 192 | 51 | 243 |

Huntsville Module

Huntsville - Athens

Adult Basic Education Enrollment

October 1970 - May 1971




_ _ _ _Athens

_____ Huntsville

From the data presented here and from direct observation we conclude that the recruitment and retention rate among the lower level students is significantly higher in the Adult Basic Education Program where a guidance counselor and volunteer recruiters are provided. The number of withdrawals is substantially reduced when they have these persons available.

OBJECTIVE IV.

To define the strengths and weaknesses of volunteer Adult Basic Education recruiters in relating to undereducated adults and actually influencing Adult Basic Education enrollment as opposed to prevocational enrollment.

Strengths

1. The volunteer recruiter provides a very important ingredient for enrolling especially the lower level Adult Basic Education student that is not provided in any of the other methods of recruitment such as the newspaper, radio, information leaflets, or billboards--and that is personal concern. This person-to-person contact helps the recruitee to fully understand how the Adult Basic Education Program can benefit him. The prevocational courses are rather self-explanatory. The recruiter can explain to him individually the educational requirements for various jobs, how he can enroll in the program, the expense involved, something about the way the classes are conducted, and give him examples of how others with similar backgrounds have made accomplishments.

2. Through the door-to-door recruitment method the volunteer recruiter provides level one recruitees with information about the Adult Basic Education Program which they would not be able to ascertain from the printed materials due to their inability to read. They can tell them orally the kind of

materials that are used in the classes, location of the nearest Adult Basic Education classes, and help to strengthen their self-confidence by assuring them that there will be other participants in the program who have not exceeded their level.

3. The volunteer recruiter also provides the anxious and apprehensive person someone with whom to identify. This causes the program to become personal. This is one reason why we have insisted that the recruiter be present on registration nights. On the first evening that the new enrollee walks into the building where the Adult Basic Education classes are held, he is very pleased to see a person who knows him and has visited in his home. The volunteer can assist him in completing any necessary registration forms and introduce him to the teacher and the teacher-coordinator.

On registration night we had the volunteer recruiters be present at the main entrances to welcome and register the new students. The lower level students were assisted in completing their form by the volunteers. They talked informally with the students and helped them to feel at ease.

Rather than asking each enrollee to complete all four of the forms needed for our project which had some duplicated questions, we created a new form which omitted any duplication (see Appendix C). From these forms the volunteers completed the forms for our project.

We have endeavored from the beginning of our project to instill in the volunteer recruiter the idea that the primary role of all adult educators is to assist adults in effecting desirable changes in their way of life. Therefore, we have encouraged the recruiters to help the recruitees to understand that the Adult Basic Education Program includes much more than the academic progress in various traditional subject matter areas. The recruiters have responded to the challenge. They have helped to bring about increased knowledge of understandings, a changed matrix of attitudes and values, and the adoption of more desirable practices. Much of this has been possible because of the volunteers' willingness to go into the person's home and become really concerned about him. This is a real strength of the volunteer recruiter.

4. The volunteer recruiter can help eliminate the gap between the advantaged and the disadvantaged which exists because of the lack of knowledge, contact, and experience with each other. Once the disadvantaged recruitee realizes that this person who has come to visit him is a volunteer who is not being compensated for his efforts, he begins to feel that maybe he is a person who really cares about him. The recruiter also begins to see that this disadvantaged person is not as different from him as he might have expected. The recruiter then takes this information back to his

constituents which helps them to better understand the disadvantaged person. In one incident one of the volunteers and one of the recruitees have started visiting each other's homes on a social basis.

Some of the ladies from the Church Women United organization have noted a profound difference between their preconceived ideas about these people and the actual situation. They are more capable of identifying with this type person and his needs than they were before doing the door-to-door recruitment.

5. In the volunteer recruiters door-to-door visiting they obtain valuable information from the recruitees which gives direction for the Adult Basic Education Program. They show where the highest concentration of needs exists, reasons for people not participating in the program, where new classes should be organized, what kind of courses the people are interested in having provided, and feedback from the existing classes.

There are 28,535 persons living in Huntsville, Alabama, today who lack the education necessary to function efficiently in this highly technical area. These have less than an eighth grade education. A study of the United States Bureau of Census, conference with top officials, and information cards completed by the volunteer recruiters have revealed that the majority of these undereducated persons are

concentrated in and around the city and federal housing areas. From these findings we felt that this would be the most advantageous place to begin our recruitment program for the lower level students for our Adult Basic Education Program. Also two of our existing centers are located in this area. There are five such areas in Huntsville: Binford Court (city owned), Butler Terrace, Mason Court, Cavalry Hill, and Council Courts (federally subsidized). Through the efforts of the volunteers, a study of all students enrolled in our twelve Adult Basic Education classes was made. This revealed that very few of the persons living in these areas were enrolled at the beginning of the year. Our first three recruitment campaigns were zeroed in on these areas.

6. As the recruiter visits in the homes, he provides the dropouts and the absentees a chance to tell someone why he has not been attending. This reinforces and complements the work of the counselor. In fact, the recruiter himself is serving as a counselor for these people. The volunteer can then make this information available to the Adult Basic Education teacher-coordinator, teacher and counselor and may eliminate the problem. These recruiters have been responsible for twenty (20) dropouts and absentees returning to classes. They have served as a means of communication between the troubled students and the teacher and administrators.

7. As the volunteer recruiter becomes involved in and knowledgeable

of the Adult Basic Education Program he carries it back to his environment and thereby helps obtain additional interest and community support for the program.

8. The well trained volunteer recruiter also serves as a guidance person for the Adult Basic Education recruitee. Some of the recruitees are interested only in a prevocational class at first. The recruiter shows him how it is possible for him to spend part of his class time per week in a prevocational class and another part in the Adult Basic Education class. This helps them to become aware of the need for Adult Basic Education classes even if they plan to enter a vocational job.

9. Another strength of the volunteer recruiter is his amount of available time. He has ample time to do follow-up on those who were recruited but did not enroll. Eighteen of the thirty-three persons who enrolled in the Adult Basic Education class which meets in the daytime came as a result of follow-up calls made by the recruiters. They did this by telephoning the recruitee or making additional visits to his home. We made copies of the recruiters' information cards for those volunteers who agreed to do follow-up calls. After three weeks the recruiters revisited those adults who had shown interest in the class but did not come and enroll. The recruitees were really surprised to find there was someone who cared enough to come back the second and third time in order to enroll them in an Adult Basic Education class.

Weaknesses

1. The volunteer recruiter may provide wrong or misleading information about the Adult Basic Education Program. This is especially possible if the recruiter has not attended any training or orientation workshops. We have had four recruiters who volunteered at the last moment and did not receive adequate training. When they went out they were unable to fully explain the program and even be specific about where the classes met and the structure of the classes. Following this experience, we either required some pre-service training or that he be accompanied by a trained person.

2. If the volunteer exhibits a "better-than-thou" attitude they do more harm than good. This is one reason why volunteer selection is important. If the recruiter feels he is superior to the undereducated person he will cause him to turn against the program. This is especially true with the Adult Basic Education participant.

3. Some of the volunteer recruiters will not be one hundred percent dependable. If the weather is bad or their children don't feel well or some unexpected company arrives, sometimes they will not appear for recruitment dates. This is why there should always be some standbys ready for each recruitment day.

4. Some volunteers may cause disunity among the other volunteers. If a person has serious personal problems at

home he may create tensions between the other volunteers. We selected one such volunteer in our project. She had a deep emotional problem which interfered with her work and affected her relationship with the other volunteers. We decided to replace her to prevent disunity among the group.

5. Scheduling recruitment dates for volunteer recruiters has to be worked around other meeting days, other projects with which the volunteers are connected and to which they have already committed themselves.

We have found in this project that the strengths of the volunteer recruiter in enrolling the Adult Basic Education participant has by far outweighed their weaknesses. They have proven to us that they can go out and recruit students for the Adult Basic Education Program that we have not been able to reach by other methods.

APPALACHIAN ADULT BASIC EDUCATION
DEMONSTRATION CENTER COMPONENTS

I. Participants in Planning

1. Have your Adult Basic Education students had an input into the planning of new Adult Basic Education programs in your module (time, place, content, organization, etc.)? Describe.

The Adult Basic Education student definitely has had an input into the planning of a new Adult Basic Education class in our adult program. After completing our second recruitment campaign, some two hundred sixty-eight (268) door-to-door visits, it was determined that there were at least fifty (50) persons in two areas of town who could not attend Adult Basic Education classes in the evenings. The two primary purposes given were: (1) lack of transportation, and (2) lack of child care service. These fifty-plus Adult Basic Education prospective students asked for a class that would be held in the morning hours and located in their area. We adhered to their suggestions and organized a class that met from 9:00-11:00 a.m. in the community center in their neighborhood. Today we have enrolled twenty-nine of these students.

They were instrumental in making the decision to open a learning lab from 8:30 a.m. through 3:30 p.m., five days per week. Other students who could not attend during the daytime

asked us to open the lab at night. This was done. It is open from 6:00-9:00 P.M., Monday and Thursday.

The Adult Basic Education students have asked that the lab and day class be operated during the summer months. We have responded by opening the lab all summer but will have to suspend classes in the day class.

They have also participated in program planning. They asked for and got guest speakers from various service agencies and businesses to come and speak to their classes. Some asked to be allowed to spend one evening per week in the Adult Basic Education classes and the other night in one of the prevocational classes. We concurred with their wishes.

Furthermore, we have utilized their suggestions in our recruitment efforts. They submitted names of persons they thought might be Adult Basic Education prospects. Two students aided us in recruitment.

2. Do your Adult Basic Education students have any way of adjusting the on-going program (a) individually, and (b) as a group? Describe.

Yes. The Adult Basic Education students in the Huntsville Adult Basic Education Program do have ways of adjusting our on-going program to meet their needs. See answer and question number one under "Participants in Planning" for details. Also see Appendix O for forms used to evaluate ABE programs.

II. Outreach

1. What methods do you use for recruitment?

In an effort to enroll students in our Adult Basic Education classes we utilized multiple methods of recruitment. The volunteer recruiter has proven to be a real asset to our Adult Basic Education Program. They have been responsible for the enrollment of two hundred twenty-three (223) students. Every eight weeks we print 10,000 Adult Basic Education leaflets to be delivered by the volunteer recruiters, given out by the Model Cities office, Pensions and Security Office, doctor's offices, grocery stores, Adult Learning Center, churches, and schools.

The mass media is also utilized. Personal television appearances have been made by the director and assistant project director. In addition, registration for the Adult Basic Education classes has been announced on two (2) television stations and four (4) radio stations.

Each eight weeks an announcement of the new registration date is printed in the local newspaper. Various articles concerning different aspects of the total Adult Education Program in Huntsville have been printed. A special ABE program was presented over the educational television station in January. This was a thirty minute film depicting what was being done in the Adult Basic Education Program.

A billboard advertising adult education was erected at one of the busiest intersections of town. The marquees of banks and motels located on the main thoroughfare displayed "Adult Basic Education." Our mayor proclaimed the week of September 28 through October 2 as Adult Education Week.

The project counselor made one hundred eighty-two calls on prospective Adult Basic Education students. From these the names of other qualified Adult Basic Education students were obtained. These were telephoned and/or visited by the counselor and/or the volunteer recruiters. See Appendix P for reasons given by prospective students for not enrolling.

2. Evaluate each method you used for recruitment by the numbers recruited at each Adult Basic Education level.

Using the methods listed above we enrolled a total of five hundred seventy-one (571) new Adult Basic Education students this year. See chart in the Appendix Q for a breakdown of the number of students enrolled by each method of recruitment.

3. Does your staff contact students who miss sessions? Describe and evaluate methods of following up absenteeism.

Yes. The Adult Basic Education absentees are contacted in one or more of six ways by the staff. If a student is absent from classes two consecutive weeks the Adult Basic Education teacher sends him a postal card or telephones him. A list of all students who have missed three weeks of classes is requested from each teacher (see Appendix R for form used).

These lists are given to the counselor who in turn telephones and/or visits these absentees. A close check is kept to determine if any of them does return. After the counselor visits the students who have been absent, a conference is held with each teacher to inform them as to the reasons given by the student for not attending regularly. If he does not return within the next three weeks, he is again contacted by the counselor. If after being absent from classes two months in succession without having a justifiable reason, he is withdrawn from the class. He may, however, be reinstated anytime he chooses to return.

Some of the Adult Basic Education students themselves have contacted some of the absentees. If a student lives in the same neighborhood or is acquainted with the absentee, he is asked by his teacher to talk with this person and determine why he isn't attending regularly.

We have found from data collected this year in this project that the contacts by the counselor and teachers are most influential in getting absentees to return to classes. A personal visit to the student's home has been the most successful approach. A personal telephone call is more effective than a postal card. There have been one hundred sixty-five students who have missed three weeks in succession and all but seventy-one have returned to classes. Therefore, our return of absentees has been fifty-seven percent (57%) successful.

## III. Retention

1. What are the reasons given by your students for participation?

According to the permanent record forms completed for each of the eight hundred thirteen (813) Adult Basic Education students in the Huntsville program, these were six (6) reasons listed as reasons for participation:

| Reason for Participation | Number of Students | Percentage of total |
|---|---|---|
| 1. To further their education | 276 | 34% |
| 2. Self-improvement | 268 | 33% |
| 3. Get a better job | 114 | 14% |
| 4. Better standard of living | 9 | 1% |
| 5. To learn | 7 | 1% |
| 6. No reason given | 139 | 17% |
| | 813 | 100% |

2. What are the reasons given for withdrawal?

| Reason for Withdrawal | Number of Students |
|---|---|
| 1. Job change | 52 |
| 2. Entered into a training program | 25 |
| 3. Employment | 9 |
| 4. Completed requirements for eighth grade equivalency | 67 |

| | |
|---|---|
| 5. Lost interest | 7 |
| 6. Other reasons | 32 |
| | 192 |

3. Have you isolated any program characteristics that are particularly necessary to high retention?

Yes. There needs to be an obvious air of warmth and friendliness in the adult classes. The students need to feel relaxed and not threatened. It has proven helpful to have refreshments in the classes. Some classes keep a coffee pot in the room and the students have it available at anytime. They should feel free to move around during the class.

The practice of individualized instruction is one of the most effective means of retaining the Adult Basic Education student. Since attendance in the program is voluntary and the students are free to walk out anytime, it requires us to put all the effort possible into the retention of the enrollee. The teacher is one of the most important factors in determining whether a person stays in the class or not. We have experienced our highest rate of retention in classes where the teacher-pupil ratio is never more than one-to-five. They have had a ninety percent (90%) retention rate. This was possible primarily due to the teaching assistance provided by the volunteer recruiters.

## IV. Diagnosis

1. What methods are used in your program to identify learning levels and learning difficulties of individual students?

Three methods are used in our project to determine the learning levels and learning difficulties of individual students. First, the counselor and/or teacher-coordinator had an extensive interview with each student prior to enrollment. The volunteer recruiter's evaluation of the person's capabilities is taken into consideration. The students are given a permanent record card to be completed. This makes it possible to determine immediately whether the person can read or write and something about his use of the English language. If they cannot read or write, the forms are completed by the interviewer.

Some attention and consideration is given to the number of years of public education the student has completed. But this, like other data, is only one consideration taken into account in determining what level the student should be enrolled.

Another method used in determining the placement level of the student is placing several considerations on the blackboard for each student to respond to on paper. This reveals more about their writing ability, usage of grammar, and spelling ability. They are asked to respond to such items as their names, addresses, children's names, occupations, and hobbies.

If after these methods are tried and there still remains some doubt as to proper placement, the Adult Basic Learning Examination (ABLE test) is administered.

Once the student is placed in a certain level, the teacher may suggest the person be placed in another level if her evaluation of his capabilities, based upon work done in class, is different from that of the interviewers. It was discovered quite early that it is much easier to move a student to a higher Adult Basic Education level than it is to do the opposite.

2. Evaluate each method.

The personal interviews with the student by the counselor and/or teacher-coordinator is the most used method in determining student placement according to levels. Ninety percent (90%) of the students were placed by this method.

The method which called for the student to complete a form or respond in writing to considerations on the blackboard were significantly helpful in locating Level I students.

## V. Manpower and Volunteers

1. How many professionals, paraprofessionals, and other paid and volunteer staff have been involved in your module?

There has been a total of twenty (20) professionals and thirty-four (34) paraprofessionals and other paid and volunteer staff members in our project, with one full-time secretary and one part-time student assistant.

2. What are their general functions?

Four (4) of the professionals have functioned as consultants for the training programs, one (1) as the coordinator for the total Adult Education Program in Huntsville, one (1) as a counselor, and fourteen (14) as Adult Basic Education teachers. The paraprofessionals have served as volunteer recruiters and/or teachers in the Adult Basic Education program and as clerical assistants.

3. What kind of formal and informal pre-service and in-service upgrading or training have they received this year?

See project objective number IV, pages 49-56 for full details.

## VI. Materials

1. What Adult Basic Education materials do you especially recommend? Why?

See following pages.

2. What Adult Basic Education materials have your found particularly unserviceable? Why?

See following pages.

Legend for following pages:

\+ Excellent

\- Limited serviceability

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Reading | Reading Essentials Series: Journeys Avenues Adventures Progress | Ullin W. Leavell & Betty Via | Steck-Vaughn Austin, Texas | I,II, III | Work-text | Vocabulary introduction. Each lesson develops a particular skill. Selections brief followed by question section. Material presented includes literature, social studies, and relevant practical information. Useable with groups or classroom. Capable students could use it individually. This material requires skill in inference. Excellent for high level. |
| + Social Studies, Spelling Vocabulary, Math | Craig Reader | | | II,III | Slides-Machine Workbook | Immediate reinforcement. Individual use. Develops vocabulary, reading skills, student able to work at own rate. Variety of social studies material on slides and in worktext. Progress tests available. Vocabulary. Variety of programs include those listed at extreme left. |
| | Reading Development Kits A,B,C | Edwin H. Smith, Robert H. and Carol Geeslin, c. 1968 | Addison-Wesley Publishing Co. | I,II, III | Kit, Semi-programmed | Immediate reinforcement essential to adult learner. Placement tests, progress records. Content material: Law, health, safety, science, and work (look at other kits). Can be used for individualized or classroom |

continued

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Reading | Reading Development Kits A,B,C continued | | | | | instruction. Provides means of self-evaluation, semi-programmed. |
| + Vocabulary, Spelling | Reading, Spelling, Vocabulary, Pronunciation Books 1-3 | Norman Lewis, c. 1967 | Amsco School Publications New York, N.Y. | II | Work-text | Vocabulary development. Simple lesson format. Immediate application of concept. Selections varied-social studies, health, safety. Review and progress tests. Designed for group, classroom, or individual work. Stories enrich background of student but are not essentially lifelike actual situations to which student may immediately relate. Comprehension dependent on language arts background. Needs instructor for explanation and enrichment. |
| | Activities for Reading Improvement, Books 1-3 | Norman Schachter John K. Whelan c. 1963,1964 | Steck-Vaughn Austin, Tex. | III | Work-text | Vocabulary, reading skills, spelling, develops critical thinking, and problem solving. Reading selections brief, humorous. Immediate reinforcement to student. Needs instructor. Useable with groups and classroom presentation. Can be used individually if student possesses better than average basic skills. Progress tests provided. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Reading | Reading Comprehension Workbook Lessons and Tests | Samuel F. Zimbel & Wilbert J. Levy; c.1969 | Amsco School Publications New York,N.Y. | III | Paper-back Workbook | Specific reading skills developed plus the art of taking tests. Vocabulary developed material based on social studies and literature. Needs instructor. Useable with groups or classroom presentation. |
| | New Practice Readers Books A-G | Grover and Anderson c. 1960,1961 | McGraw-Hill | I,II, III | Paper-back Text | Content seems to be too remote from everyday living experience so that pupils have difficulty relating or being motivated. Provides range of informational background in literature, science, social studies. Needs instructor. |
| | I Want To Read and Write | Harley A. Smith & Ida Lee King Wilbert c, 1964 | Steck-Vaughn Austin, Texas | I | Paper-back Worktext | Very good for beginner. Develops cursive writing skills from manuscript. Sentence pattern and spelling concepts introduced sequentially. Lifelike associations utilized. |
| | A Pocket Book of Short Stories | Edmund Speare, ed.; c. 1969 | Washington Square Press New York,N.Y. | III | Paper-back | Requires developed reading skills. Used for independent reading. Provides rich and varied exposure to selected examples of American and continental literature. Primarily enjoyment and enrichment material. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Spelling and Vocabulary | Spelling | R. 1960 | Cambridge Book Co., Inc. Bronxville, N.Y. | II,III | Paperback | Self study with use of answer sheet. Provides rules, synonyms, homonyms, dictionary skills, word use. Exercises provided for each diagnostic tests at beginning of each chapter. |
| | Gateways to Correct Spelling | Fred C. Ayer c. 1969 | Steck-Vaughn Austin, Texas | II,III | Worktext | Group, classroom function. Needs instructor, resource of dictionary. Rules, words, application, homonyms, synonyms, antonyms presented with practice exercises provided as well as material on prefixes and suffixes. |
| | Increase Your Vocabulary, Books 1,2 | c. 1965 | Cambridge Book Co., Inc. Bronxville,N.Y. | II,III | Paperback text | Diagnostic tests. Excellent for intensive work by well self-motivated student. Gives illustrations of multiple use of words, pronunciation, definitions, dictionary skills, homonyms, synonyms, etc. Student does need command of reading skills to work independently. |
| | Words at Work | Joseph Bellafiore c. 1968 | Amsco | G.E.D. | Paperback | Concise. Word usage. Spelling rules. Sample tests. Semantics. Styles. Excellent reference material |

continued

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Spelling and Vocabulary | Words at Work continued | | | | | Clarifies many English grammar problems. |
| | Building Word Power | | Steck-Vaughn Austin, Texas | I,II | Paperback | Very good for very, very low level students. |
| | Spelling Word Power Laboratory, IIA,IIIA | Don H. Parker Frederic R. Walker; c. 1966 | Science Research Associates, Inc. Chicago, Ill. | II,III | Kits | Multi-level, individualized, programmed. Placement and achievement tests. Workbook. Instructor needed for initial phases. Concept employed is audio-visual through use of phonetics approach. |
| | Webster's Word Wheels | William Kottmeyer c. 1962 | Webster Div., McGraw-Hill Manchester, Mo. | II | Kit | Systematic development of word analysis skills. Independent use by pupils. 63 wheels. Phonetic approach as well as synonyms, prefixes, suffixes, and root words. Usage of these is provided. |
| | Spelling Generalizations No. 2807 cassettes | Roberta LaCoste c. 1969 | Ideal School Supply Co., Oak Lawn, Ill. | II | Cassette Worksheet | Concise presentation of basic spelling rules with application, reinforcement and drill through accompanying work sheets. 9 tapes, 18 lessons. Each about 10-12 minutes duration. Can be used with individuals or groups. |

continued

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Spelling and Vocabulary | Spelling Generalizations No. 2807 cassettes continued | | | | | Play-back of lesson for clarification is possible. Excellent, clear explanations given. Answers provided on tape or in manual. |
| | A Phonetic Approach to Spelling Growth, Books 1-8 | Charles C. Mason & Jess S. Hudson c. 1967 | The Economy Company Atlanta, Ga. | I,II, III | Work-text, paper-back | Sequential, multi-level. Each lesson is compact but provides reading exercies, concept presentation, explanation, drill, auditory perception, kinesthetic application, review and/or testing. Progress tests. Instructor needed. "Supplementary Word Test to Spelling Growth" is an excellent evaluative test to determine placement. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Math + | Working With Numbers, Books 1-8, Refresher, Algebra | James T. Shea c. 1952 | Steck-Vaughn Austin, Texas | I,II III | Worktext paperback | Excellent sequence. Content realistic. Tests included. Self-instructional for able reader. |
| + | Programmed Math - A Sullivan Associates Program, Books 1-13 | Marjorie Doyle Sullivan, Sullivan Asso. c. 1968 | Webster Div. McGraw-Hill Book Co., St. Louis, Mo. | I,II III | Semi-programmed paperback | Excellent. Builds from simple to complex in deceivingly easy steps. Each numerical computation book has a companion story problem book. Can be used as remedial or as introductional. Lends to indivualized educational programming. Student may progress at own rate. Does not require "math" teacher for instruction. Diagnostic tests for each book number. |
| + | Basic Essentials of Mathematics, Books 1-4 | James T. Shea c. 1965 | Steck-Vaughn Austin, Texas | II,III | Worktext | Excellent review materials for the adult who has had an early basic education but has either missed a concept or has it confused. Student needs some reading skills and vocabulary to benefit from book's presentation and practice work of concept/s. Final test. Answers. Is not programmed in that the student receives immediate reinforcement. Useable with groups or classroom situation. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Math - | The Modern Practice Book in Arithmetic, Books 1-8 | Alves, Fertsch, Fertsch, Mattays c. 1953 | Steck-Vaughn Austin, Texas | I,II III | Workbook paper-back | Requires instructor for concept presentation, explanation, and clarification if used as original introduction. Could be used for supplementary practice to instill process if originally understood by student. Lends itself to classroom presentation as a follow-up practice exercise. |
| + | Figure It Out, Books 1 and 2 | Mary C. Wallace c. 1965 | Educational Opportunities Division, Follett Ed. Corp., Chicago, Ill. | I,II | Worktext paper-back | Simple presentation of concepts. Vocabulary of explanations and problems easy. Practical everyday living situations used. Suffers from brevity and practice problems. Needs supplement of teacher. Immediate reinforcement lacking as it is not in programmed format. |
| | Craig | | | III | Slides-Machine programmed | Concept presented with application and solution. Used for individual work. Student able to progress at own rate. |
| | Adult Basic Education, Arithmetic, Books 1-4 | c. 1969 | Cambridge Book Co., Inc., Bronxville, N.Y. | I | Worktext paperback | Presented from practical everyday problems which adults encounter. Very good. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Math + | Mathematics | John R. Frankson & Milton Finkelstein; c. 1960 | Cambridge Book Co., Inc. Bronxville, New York | III | Paperback, Pocket size | Rich compilation of mathematical facts and concepts. Useable by teacher and pupil as an explanatory reference and review. Requires a proficient knowledge of basic math, plus useable reading skills. Excellent for specific individual or reference use. |
| | Computational Skills Development Kit | Charles Proctor & Patricia Johnson; c. 1965 | SRA-Science Research Associates, Chicago, Ill. | II | Kit | Programmed but complicated for non-sophisticated student. Good vocabulary and reading skills required. Excellent diagnostic tests. Student progress records. Immediate reinforcement. Can be used by individual or group. Instructor support helpful, sometimes necessary. Acquaints student with testing skills. |
| + | Intermediate Math Program | Dr. Lola J. May c. 1970 | Imperial International Learning, Kankakee, Ill. | II | Tape cassette, work sheet | Excellent. Self-instructional. Individualized with immediate reinforcement. Permits individual to "go back" for clarification if necessary. Introduces language and processes of "new math" concept. Can be used and understood by least knowledgeable as tape voice leads student (continued) |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Math | Intermediate Math Program continued | | | | | carefully ahead. Weakness is lack of sufficient practice material. Requires tape recorder, headset. 40 tapes with accompanying lesson sheets. Instructor's manual provides supplemental background and explanation for teacher. Material can be used without explanatory presentation by teacher. |
| + | SVE Mathematics Filmstrips<br>- - - - - - - - - - - -<br>Understanding Fractions<br><br>Using and Understanding Numbers-Percents & Percentage, Applications<br><br>Using and Understanding Numbers-Decimals and Measurements<br>Modern Geometry<br><br>Modern Algebra | <br><br>I.K. Feinstein R-MCMLXIV<br><br>Joseph J. and Francesca L. Urbancek R-MCMLXV<br>"<br><br><br>Henry Swaim MCMLXIII<br>Henry Swaim MCMLXII | SVE-Society for Visual Education, Inc. Chicago, Ill. | II,III | Film-strips | Excellent. Filmstrips are in color. Concepts built carefully. Each step illustrated and explained many times in three different ways. Thoughtful leading from one concept to the next. Can be used by individual student with filmstrip previewer as well as by instructor with a large group or class presentation. Problem solving and discovery method used for development of concept. Vocabulary appropriate and not too complex. |
| GENERAL COMMENT: Essentially all material used in programs reviewed above are basic life situations or information of adult level and need. | | | | | | |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Language Arts | Learning and Writing English | M.S. Robertson c. 1964 | Steck-Vaughn | I | Worktext Paper-back | Very simple, easy, basic. Excellent for adult beginner with sparse educational background. Basic grammar. |
| | English Practice for Mastery Series, Books 1-4 | Jewel Varnado c. 1962 | Steck-Vaughn | III | Worktext paper-back | Application and review of basic grammar. Advanced vocabulary and encompassing but not too lengthy. High School level skills presented |
| | Keys to Good Language Books 5 and 6 | Elizabeth Price c. 1965 | The Economy Company | II | Worktext Paper-back | "Keys" are rules and examples for exercises throughout book. Enables learner to cross-reference. Format designed to assist teacher in individualizing instruction. Tests provided. |
| | Learning Our Language Books 1 and 2 | Jewel Varnado c. 1968 | Steck-Vaughn | II,III | Worktext | Presentation of fundamentals of grammar and writing. Basic. Easy vocabulary. Format: Rule, example, application. |
| | Word Function and Sentence Patterns | Roberta LaCoste c. 1970 | Ideal School Supply Co., Oak Lawn,ILL. | II,III | Cassette Worksheet | Parts of speech. Use and placement in a sentence. Immediate reinforcement. Individual use. Semi-programmed. Simple, clear, explanations. Lesson on tape, application on |

continued

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| | Word Function and Sentence Patterns continued | | | | | duplicated (spirit masters) worksheet. Answers on tape. |
| Vocabulary | Language Master, English As a Second Language | Gerald Dykstra F.A. Burget c. 1967 | Bell & Howell Co. | I,II, III | Aural, Audio-Visual | Supplemental. Necessary for correction of poor pronunciation patterns. Essential for dialect correction. Foreign-born need this help to conquer phonemic distinctions. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Language Arts, English, Vocabulary | The Mott Basic Language Skills Program | | Allied Education Council, Galien, Michigan | I,II, III | Paper-back, Semi-programmed | Sequential. Semi-programmed. Use individually or with groups. Word-picture association plus practice. Adult experiential material. |
| Language Arts, English | Listen and Read, Listen and Think (Learning "100" Series) | Multiple | Educational Developmental Laboratories | II,III | Cassette plus Workbook Semi-programmed | Vocabulary development. Auditory discrimination. Listening skills. Programmed. Immediate reinforcement. Material varied, adult level, interesting to learner. Reading and writing skills developed. Practical basic language arts and literature background provided. Grammar. Sentence, paragraph, punctuation, outlining, and similar skills developed. |
| Language Arts, English | Language Exercises Series | Mabel Youree Grizzard, c. 1965 | Steck-Vaughn | I,II, III | Worktext Paperback | Rules given then followed by practical application exercises. Easily understood. Progress tests. Basics presented plus special lessons on more difficult verbs. |
| | I Want to Learn English, Revised Ed. | Harley A. Smith, Ida Lee King Wilbert c. 1965 | Steck-Vaughn | II | Worktext Paperback | Authors are special education specialists. Basic, easily comprehended. May be used by individual with minimum teacher assistance. Practical applications. Reading skills incorporated. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Social Studies | The Living History Book | c. 1970 | Imperial International Learning | I,II, III | Tape Cassette | Twenty tapes present 49 historical events, beginning with Columbus' discovery of America through John Glenn's flight to moon. Each event is a simulated replay of a news media on-the-scene reporting. Background effects sometimes make narration difficult to hear. Teachers manual, student activity manual. Useable with classroom, small groups, or individuals. Tape recorder needed. Each tape divided into segments varying from 5-15 min. in length. Segment can be used by itself. |
| | A World of Change | John R. Neel c. 1969 | | II,III | Audio-Visual Film-strips, Tape cassette | Six sound filmstrips covering the changes of earth and earth life. Basically a means of presenting earth science. Teachers manual. Provides excellent resources for non-science instructor. Color. Need film projector and tape recorder. Filmstrip viewer could be used for individual approach. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Social Studies | The American Way of Life | c. 1966 | Classroom World Productions, Inc. for Basic Skills, Inc. | II,III | Audio-Visual Film-strips, Cassettes | Explanatory narration very good as it accompanies each filmstrip. Informs student about "where" and "wherefore" these rights came to be plus the responsibility he should assume in exercising these privileges. Useable for classroom, small group or individual study. Need viewer and tape recorder. |
| | The Civil War As It Happened | Dr. Morris Gall and Alexander M. Butman c. 1970 | Tecnifax Education Division | II,III | Audio-Visual, Film-strips, Records | Six filmstrips developed by using Mathew Brady's original photography of the Civil War as it was being fought. An enrichment material to supplement basic presentation. Can be used for classroom, small group or individual. Teacher's manual. Need record player and filmstrip viewer. |
| | "Man to the Moon" Project Apollo | c. 1968 | World Color, Inc. | II,III | Visual slides | Twenty-four color slides cover assembly through recovery stages. Teacher's manual helpful and informative. Material written for educators to be used in educational setting. Material best used for explanation, enrichment, or motivation. Classroom, small group, or individual use. Need slide projector. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Social Studies | Study Skills Library Social Studies Kits Science Kits | H. Alan Robinson, Stanford Taylor, Helen Frackenbhl c. 1968 | Educational Development Laboratories | I,II, III | Pro-grammed | Social studies and science libraries have seven kits each. Ten lessons in each kit with question. Application sheet and answer card for each lesson. Any of 10 lessons can be done in any order before advancing to next higher level. Record cards provided. Individual or group use. These libraries provide basic background for G.E.D. science materials. Reading skills and vocabulary developed. |
| | Unit Review of General Science | Sayles Clark, George Herrick R. 1964 1969 Edition | Cambridge Book Co. | III | Paper-back | Readily understandable after science kits have been done by individual. Enrichment or supplemental material to instructor's classroom presentation. Vocabulary and definitions provided. Concise. |
| | Review Text in General Science | J. Albert Mould and Saul Geffner c. 1959 | Amsco School Publications | III | Paper-back | Concise, illustrated, broad coverage of basic areas. Questions throughout prepare for test taking. Supplemental or enrichment material easily used after study skills material have been covered. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Social Studies | Drugs In Our Society | Richard S. Scott, M.D. c. 1968 | Cathedral Films, Inc. QED Productions | II,III G.E.D. | Audio-Visual tape cassettes and filmstrip | Covers tobacco, alcohol, Rx, narcotics, marajuana, and LSD. Youth views this as excellent presentation of "telling it like it is." Timely, well presented. |
| | The Civil War | John R. Poss c. 1964 | Society for Visual Ed., Inc. | II,III | Audio-Visual Film-strips, cassettes | Excellent. Least biased presentation heard/seen to date. Fine visuals and narration. Color. Covers pre and post events included on four filmstrips |
| | Leading American Negroes | Russell L. Adams with David P. Ross, Jr. c. 1964 | " | II,III | Audio-Visual Film-strips, cassettes | Lives of six outstanding Blacks and their contributions to the United States as well as the world. Excellent. |
| | Discovering Black Africa | c. 1970 | " | II,III | Audio-Visual Film-strips, cassettes | Interesting background material explains physical features, development of culture, talents, individuality. Compares these to the present time. |
| | Modern General Science | Alan H. Humphreys c. | Steck-Vaughn | III, G.E.D. | Paper-back | Basic material. Teacher's manual. Theory, experiment, questions. Needs instructor. Good illustrations and explanations. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Social Studies | The World About You | Kay L. Ware, Gertrude B. Hoffsten c. 1965 | Steck-Vaughn | I,II | Work-text, Paper-back | Low vocabulary. Simple presentation. Too basic for some adults. |
| | Learning To Use Science | " | " | II | " | |
| | This Earth of Ours | " | " | II | " | |
| | Scientific Living Today | c. 1968 | " | III | " | Needs good reading skills. More adult material. |
| | Review Text in United States History | Paul M. Roberts c. 1970 | Amsco School Publications, Inc. New York, N.Y. | III, G.E.D. | Paper-back | Concise, use as supplemental material. Broad overview for review and refresher for student to relearn forgotten material (prepare for exams.) Good reading skills needed. |
| | United States History for High School | Pauline Yelderman c. 1964 | Steck-Vaughn | G.E.D. | Worktext | Text brief. Supplemental material needed. Questions to test and guide reading. Reading skills required. |
| | World History | Pauline Yelderman c. 1964 | Steck-Vaughn | III, G.E.D. | Worktext | History of western world. To be used as supplemental material. Needs reading skills. Format: Presentation, research, discussion, testing. Tests available. |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Social Studies | Our Nation, Revised Edition | Thomas B. Portwood, Mary Portwood c. 1970 | Steck-Vaughn | II,III | Work-text | Supplemental. Requires reading skills. Develops vocabulary. Extends reading skills to practical use. Maps included. |
| | Our United States | c. 1969 | Steck-Vaughn | II | Work-text | Supplemental. Similar to "Our Nation". Vocabulary and reading skills less advanced. |
| | World History Study Lessons | Jack Abramowitz c. 1963 | Follett Publishing Company | II,III, G.E.D. | Work-text | Low vocabulary. High interest Nide units: "Ancient World" to "The World Since 1945" Uses "reading skills" approach in lesson presentation. Lessons are brief. |
| | Study Lessons in Our Nation's History (Adult Education) | Jack Abramowitz c. 1967 | Educational Opportunities Division, Follett | II,III | Work-text | Low vocabulary. High interest Units 1-8 semi-programmed. Same principles of presentation as used in World History Study Lessons. Good. |
| | Study Lessons In Civics | Grant T. Ball, Lee J. Rosch | Follett | II, G.E.D. | Work-text | Low vocabulary. High interest Units 1-7, similar format and principle as above. |
| | GENERAL COMMENT: All SVE materials used have been excellent although complete listing is not included in this evaluation. | | | | | |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | CONTENTS |
|---|---|---|---|---|---|---|
| All | Preparation for the High School Equivalency Examination (G.E.D.) | John A. Beyrer<br>Richard Miner<br>John T. Walsh<br>Marilyn Manley<br>Jules Burstein<br>Judith Babbitts<br>c. 1970 | Cowles Book Company<br>New York, N.Y. | G.E.D., III | Paper-back | Compilation of material covered on 5 G.E.D. test areas. Useable as G.E.D. class text. Diagnostic tests for each of 5 areas. Answers and explanations of questions given. Basic rules/concepts reviewed. Test format for application exercises. Answers follow each application lesson. Follow-up simulated G.E.D. tests. Material in 5 specific areas not duplicated in the 5 individual G.E.D. area books listed to left. |
| | Correctness and Effectiveness of Expression | John A. Beyrer | | | | |
| | Interpretation of Reading Materials in the Social Studies | Richard Miner | | | | |
| | Interpretation of Reading Materials in the Natural Sciences | John T. Walsh | | | | |
| | Interpretation of Literary Materials | Marilyn Manley | | | | |
| | General Mathematical Ability | Jules Burstein | | | | |
| | Teacher's Guide to the Cowle's G.E.D. Program | Benita Somerfield Hamed<br>c. 1971 | | | | |

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Reading | New Adventures in Reading, Books 1,2,3 | Ullin W. Leavell, Betty Via C. 1966 | Steck-Vaughn Austin, Tex. | II | Work-text | Needs instructor. Good for group or class presentation. Practical, everyday adult life situations used. Enlarges vocabulary, specific reading skills, problem solving plus vicarious experimential background. Progress tests available. Students need to nave inference skills to be successful. |
| | Point of View, Books 1-4 | Nancy Lighthall c. 1968 | Follett Ed. Corporation Chicago, Ill. | III | Paper-back | Literature depicting social values. Requires command of reading skills. Informative, enrichment material. Independent reading. Can be the base for discussion. Explanation of type of literature presented at end of each selection as well as questions to develop analysis by reader of "why" particular things happened, characters were or did what they did. |
| | How to Read Better, Books 1 and 2 | Harley A. Smith, Ida Wilbert; c. 1964 | Steck-Vaughn Austin, Tex. | II | Work-text | Provides experience in test taking. Reading selections provide social studies and literature background. Lesson brief. Specific reading skills developed. Critical thinking emphasized. Book 2 presents |

continued

| SUBJECT AREA | TITLE | AUTHOR/ COPYRIGHT | PUBLISHER | LEVEL | TYPE | COMMENTS |
|---|---|---|---|---|---|---|
| Reading | How to Read Better, Books 1 and 2 continued | | | | | social aspects of individual necessary to hold a job, be accepted by friends and society. Vocabulary enlarged. |

3. Has your staff developed new materials this year? Describe briefly and/or include in the appendix of your report.

Yes. We have developed new materials in the area of phonics and English grammar. Individualized audio tapes were prepared by an Adult Basic Education teacher with the assistance of a reading specialist for one of the level two participants who was having difficulty in correct pronunciation. The tapes included a correct pronunciation of words and provide a space for the participant to record his own pronunciation and then listen to both. This was trememdously successful.

Individualized English lessons were created for level two students. These lessons included persons, places, and things that were familiar to the student. A copy of two of these lessons may be found in the Appendix S.

Flash cards with large letters and numbers were prepared by the Adult Basic Education teachers for the level one students who were having difficulty seeing the smaller ones.

## VII. Methods

1. What methods of instruction do you especially recommend? Why?

From the findings of our project we have identified and would recommend five methods of instruction to be used by the Adult Basic Education teacher. They are (1) individualized instruction (2) use of formal instruments designed for education (3) role playing (4) discussion groups and (5) coaching.

Individualized instruction is essential for an effective Adult Basic Education Program. The teacher-student ratio should be held as low as possible. The ratio in level one classes should never exceed one teacher for each ten students. Utilizing the services offered by volunteers this ratio can be maintained or even reduced. Where we have used volunteers and kept the ratio to one-five, the retention rate has been ninety percent (90%) effective. In order to do this the teacher must have a deeper relationship with the student than merely the transmission of knowledge. He needs to know enough about this student in order to create a real desire on the part of the student to learn. To make this possible the teacher must know something about the background, abilities, and ambitions of the student.

Another method that has been used and proven successful is the use of formal instruments designed for education. These

include printed materials, films and recordings. Many of these were made available through the Educational Developmental Laboratories. These have to be well planned and organized so that they are related to the subject being covered by the student. They may be used to establish a particular mood or supply a background for consideration of the subject. They have also proven successful in introducing a subject to the student. Again they may be used to illustrate or emphasize a particular point. A film is a very good way to summarize or bring home a point about the subject being considered.

Role-playing and discussion groups have been used. These have proven effective in some of the lower level classes in particular. In one instance a student volunteered to serve as a cashier in a supermarket. He was given several items to compute. This placed him in a relatively non-threatening situation. It also provided an opportunity for the student to see how what he was learning about mathematics is directly related to his life.

The coaching method has also been used. This allows the students to help each other. The Mott and Cambridge series are good to use with this. Learning does take place when you involve the learners in teaching each other.

2. What methods of instruction have you found particularly unserviceable? Why?

The methods most unserviceable are (1) lecture, (2) oral presentation, and (3) giving the student a workbook and telling him to work in it and you will be available to answer any questions he might have. The background and experiences of the Adult Basic Education students are so varied that any type of lecture or oral presentation is going to miss some of the students. Just giving them a workbook to complete has also proven ineffective. They need someone to relate to them on an individual basis.

## VIII. Counseling

1. Do you have counselors serving your Adult Basic Education program? Describe their guidance, counseling and administrative duties in terms of percentages (example, 50% of time testing, etc.)

Yes. We do have counselors in our program. The assistant project director serves as a counselor for all the Adult Basic Education students. There are also three teacher-coordinators in the program who counsel with the students in their particular program. The counselor spends fifty percent (50%) of his time counseling, thirty-five percent (35%) in guidance activities and fifteen percent (15%) performing administrative duties. The teacher-coordinators devote twenty percent (20%) of their time to administrative tasks, eighty percent (80%) to counseling and guidance of the students.

2. Do your teachers have formal or informal counseling duties? Describe or give examples.

Yes. We feel it is the responsibility of every adult educator to be concerned with his students. The teacher should try to help each adult student to discuss his own abilities and limitations, to identify his vocational objectives and even solve his personal problems. One of the most important qualifications for the adult counselor is humility which helps him understand his own limitations and leads him to seek

specialized help when needed. If the teacher does experience difficulties with a student he is referred to the coordinator and/or the counselor. They in turn contact professional help in the particular problem area.

For an example, Irene enrolled in one of our Adult Basic Education classes as a level II student. After working with her for two weeks the observant teacher noticed she had difficulty in pronouncing certain sounds. She immediately contacted a reading specialist who helped her create an audio tape with the correct pronunciation of several key words and which also provided a space for Irene to record her own pronunciation. Then she could listen to both and hear for herself the differences in pronunciation.

Mary is another example. Shortly after enrolling in the Adult Basic Education Program, it was determined by the teacher that Mary had mental and psychological problems. She and the counselor contacted the mental health department and uncovered the reasons and extent of her mental disorder. Arrangements were made through friends of the teacher to provide funds for renting an apartment so that Mary and her son could be removed from an environment that was creating many of her problems. Monies were also raised to cover the cost of psychological testing for her son. Mary and Irene have been present for every class and have made noticeable progress in the academic areas.

## IX. Placement

1. Do you have any way(s) of placing your Adult Basic Education and G.E.D. students and graduates in jobs and training programs where appropriate?

Yes. We utilize the efforts and expertise of five (5) organizations or groups in placing our Adult Basic Education and G.E.D. students and graduates. Our teacher-coordinators play an important role in job placement also.

2. Describe and evaluate each method in terms of success in placement.

The Alabama State Employment Service has been the most successful means of placement of our students and graduates. We have enjoyed an inside track with the Employment Service this year due to the fact that we conduct special Adult Basic Education classes for the Work Incentive Now (W.I.N.) Program which is tied directly to the Employment Service. This affords us direct contact with Mr. Burcham, Supervisor, at least once every week. This gives us an opportunity to find out what jobs are available and to inform him as to the types of jobs our students are qualified for and are seeking.

The local rehabilitation center has been another productive avenue we have utilized in student placement. Persons who could be helped by their specialized knowledge and skills have been directly referred to them. The center in turn has helped train and qualify some of these persons for meaningful employment.

The Adult Basic Education teachers and teacher-coordinators have been responsible for the placement of twenty-five (25) students or graduates. Through their contacts with the officials of the various businesses and agencies they have been able to place these students. For an example, Mr. Jerry Shoemaker, coordinator at Stone Jr. High Center, has a personal friend at Space Craft, Inc. who has provided jobs for three students.

Mr. Ben Garmon and Mr. Hubert Christian, directors of the Huntsville Area Vocational Technical Center, have been helpful in locating jobs and/or vocational training programs for ten (10) students.

Through our contract classes with various industries, government agencies, municipalities such as Brown Engineering, General Electric, Automatic Electric, Redstone Arsenal, Huntsville Manufacturing, and City of Huntsville, we have identified thirty (30) jobs for students or graduates. These students have been hired by the employer and are paid to attend Adult Basic Education classes. Following successful completion of the requirements they immediately become full-time employees.

Through all placement methods we have located jobs for forty-eight (48) Adult Basic Education and General Educational Development graduates this year.

X. Follow-up

1. Do you have a method of discovering what happens to your graduates and withdrawals? Over what time span? Describe.

Yes. We have seven methods of follow-up which we have incorporated into our Adult Basic Education Program this year. If a person is absent for three consecutive classes or graduates from the Adult Basic Education Program, he may be contacted in one or more of the following ways: (1) telephone call from the teacher, (2) postal card from the teacher, (3) personal visit by the counselor, (4) personal visit by the teacher and/or the teacher-coordinator, (5) telephone call from the counselor, (6) visited or telephoned by fellow classmates, and (7) visited or telephoned by the volunteer recruiter.

The absentees are contacted immediately by the teacher or coordinator. If a student fails to attend classes two evenings in succession he is telephoned or mailed a postal card. If he still hasn't returned after three weeks his name is given to the counselor. He in turn telephones and/or visits the student. His findings are reported to the Adult Basic Education teacher. If he isn't back in class by the end of the following week he is contacted again. Then if the student fails to return to classes after two months and does not have any legitimate reason he is withdrawn from the class.

However, the counselor does issue to these dropouts who remain in the area an invitation to re-enroll in Adult Basic Education classes every six months. Those who successfully complete the requirements for the General Education Development test (G.E.D.) are contacted once each year to determine their employment status.

2. What have been the results of your follow-up?

This has been the first year we have utilized an extensive follow-up program. Due to lack of personnel in the past it was virtually impossible to have a counselor who could be available to visit the absentees and dropouts. It has proven to be a tremendous success! These seven follow-up methods have been responsible for returning to class sixty-two (62) chronic absentees and twenty (20) dropouts to re-enroll. Without these follow-up efforts our number of withdrawals for the year would have been two hundred seventy-four (274) instead of the one hundred ninety-two (192) who did withdraw.

## XI. Business and Industry

1. How did you work with business and industry?

There has been a close comradeship between business and industry and our Adult Basic Education Program. Adult Basic Education has been contracted by Brown Engineering Company, Huntsville Manufacturing Company, Redstone Arsenal, General Electric Cooperation, Automatic Electric Company, International Business Machines Cooperation, Martin Stamping and Stove Company, and the City of Huntsville. These businesses have provided monies for materials and salaries for Adult Basic Education teachers and have furnished adequate facilities for the classes. They have also either paid the employees for each hour spent in the Adult Basic Education class just as though he was on the job or have given him an hour off work for each hour he spends in class.

The working relationship between our Adult Basic Education Program and the Cooperative Area Manpower Planning System (C.A.M.P.S.) has been very close. The cooperation between the Model Cities program and the Adult Basic Education has been tremendous. Model Cities has expended $ 23,460.00 on adult education programs this year.

## STATE SUPPORT

Describe all past and projected monetary and in-kind contributions to your program from your state department of education, other state agencies or your local education agencies.

Support Received From

Alabama State Department of Education

| | |
|---|---|
| Facilities | $ - |
| Salaries | 19,948.09 |
| Equipment | 3,605.95 |
| Materials | 2,245.96 |
| Supervision | - |
| Total | $ 25,800.00 |

Support Received From

Huntsville City Board of Education

| | |
|---|---|
| Facilities | $ 9,548.32 |
| Equipment | 12,550.00 |
| Supervision | 10,500.00 |
| Utilities | 9,535.30 |
| Janitorial Services | 7,380.40 |
| Materials | 8,970.00 |
| Total | $ 58,484.02 |

Grand Total-City and State: $ 84,284.02

Actual Cost of Volunteer Services

Volunteer Teachers

16 Weeks at Butler Terrace
4 Hours per week
64 Hours of classes
12 Teachers
128
64
768 Total hours taught
$6 Per hour
$ 4,608 Total for volunteer teaching

288 Hours of orientation training
$6
$ 1,768

Total for volunteer teaching and training:

$ 4,608
1,768
$ 6,376

Volunteer Recruiters

4 Hours recruiting per day (2 in morning, 2 in afternoon)
4 Days for each recruitment
16 Hours per recruitment
4 Recruitment campaigns
64 Total hours of recruiting
15 Volunteers
320
64
960 Man-hours spent recruiting
$6 Per hour
$ 5,760 Total saved by recruiters

GRAND TOTAL SAVED: $ 4,608
1,768
$ 6,376

SPREAD

Describe all evidence that elements of your project are being used in other programs.

The Mobile, Alabama, Adult Basic Education Program is attempting to use volunteer recruiters to reach some of their disadvantaged adults in their area. The organization that has provided the majority of our volunteers, Church Women United, is also responsible for most of their recruiters. They have received periodic progress reports from our project.

The director of the Athens City Adult Basic Education Program plans to use volunteers as recruiters and teachers in their 1971-72 program. They have been briefed periodically on the progress of our project. They hope to increase their enrollment and retention of Adult Basic Education students with the assistance of volunteers.

Both the Etowah County and the Bessemer Adult Basic Education Programs have sent representatives to visit our project and to gather all possible data so they can utilize the findings of this project to help them use volunteers in their respective programs next year. Each of these will receive copies of our final report.

Data we have collected and assumptions we have proven in our project have been presented to the Alabama State Department of Education, State Director of Adult Basic

Education, Mr. Norman O. Parker; head of Adult Education at Auburn University, Dr. Harry Frank; state area supervisors; several Adult Basic Education directors over the state of Alabama; and results and findings of our project have been requested by Mrs. Peter Coburn from the National Volunteer Bureau in Washington, D. C. Dr. Frank has shared the findings of our project with all the students in his classes all over Alabama.

## RECOMMENDATIONS

What do you recommend for the future of your project?

1. That the project be continued at least one more year in order to examine the longevity of the volunteer recruiters.
2. A brochure on training the volunteer for service in the Adult Basic Education Program be prepared and distributed to all Adult Basic Education programs in the Appalachian Region.
3. Concentrate on using the volunteers as Adult Basic Education teachers.
4. Establish more Adult Basic Education classes in the housing project areas. We recommend the establishment of a minimum of three additional units. One in the Cavalry Hills Neighborhood Center, the Lincoln area and one in Mason Courts. These would be staffed by volunteer teachers. The participants for the classes would also be recruited by the volunteers. The Butler Terrace class should also be continued.
5. Compare the degree of Adult Basic Education participant improvement between the classes where you have paid personnel and the volunteer.
6. Make arrangements for child care service for those under-educated adults who wish to enroll in the Adult Basic

Education classes.

7. An area wide program for training volunteer recruiters and teachers should be planned. This would include the Adult Basic Education programs in Huntsville City, Madison County, Athens City, Limestone County, Decatur City, Morgan County, and Jackson County.
8. Provide for a "recruitment and retention" conference for all paid and volunteer Adult Basic Education teachers and volunteer recruiters. This would afford an opportunity for the two groups to get acquainted and would ensure that both groups understood the urgency for recruitment and retention and they both (volunteer and paid) have responsibility for recruitment and retention.
9. Continue to use volunteer recruiters. Increase the number of recruiters however. They have proven to be very effective. This door-to-door recruitment does help to enroll the lower level students.
10. Spend less time on the theoretical aspect of Adult Education in the orientation and training conferences and expand the amount of time spent on specialized areas.
11. Conduct a campaign for recruiting volunteer workers early in the fall. We need to recruit twenty (20) more volunteer teachers and twenty-five (25) more recruiters.
12. Use some of the more effective and more qualified volunteer teachers from this year's project to help train other

volunteers for next year.

13. Provide mini-orientation and training programs at least twice during the year to train new volunteers.

What do you recommend to Adult Basic Education as the result of your experimental project?

1. We recommend all Adult Basic Education programs use volunteer recruiters to help enroll the lower level adult student.
2. The use of volunteers as Adult Basic Education teachers.
3. We recommend a continued in-depth follow-up program using a counselor and volunteer recruiters. Some of the undereducated adults need constant periodical assurance that they are wanted and accepted. Once they have enrolled they need someone to assure them that what they are doing is the best for them. They need to be complimented for the progress they have made. They should be telephoned or visited even during the summer months by the volunteer recruiter or teacher.
4. All materials dealing with volunteers in any of the modules be made available to all other Adult Basic Education projects who are planning to use volunteers. We recommend better dissemination of appropriate materials.
5. There needs to be more and better communication between Appalachian Adult Basic Education Demonstration Center in

Morehead, Kentucky and the local modules.

6. We recommend a strong volunteer recruiter coordinator to be responsible for the identification of new volunteers, establish specific areas to be recruited and grouping the volunteers. It has been advantageous for us to have had a coordinator who is a member of the organization which supplies most of the volunteers.
7. Keep the Adult Basic Education teacher-student ratio below one-to-fifteen. This can be done by using volunteers.
8. Complete and update information forms on prospective Adult Basic Education students who are recruited by the volunteers should be maintained.
9. A minimum of six orientation and training workshops should be planned by any Adult Basic Education program that elects to use volunteers as recruiters or teachers.

# APPENDICES

## VOLUNTEER IDENTIFICATION

I. Church related groups
   A. Church Women United
   B. West Huntsville Methodist Women Society of Christian Service
   C. Meadow Hills Baptist Women's Auxiliary

II. Volunteer Bureau
   A. Huntsville-Madison County Volunteer Bureau

III. ABE Teachers
   A. Stone Junior High School
   B. Cavalry Hill School
   C. "Work Incentive Now" Teachers

IV. Local news media
   A. Four radio stations
   B. Local television stations
   C. Local city newspapers
   D. Model Cities newspaper "Impact"
   E. Church Women United "Newsletter"

V. City Board of Education

## PERSONS INVOLVED IN VOLUNTEER SELECTION

I. Project Counselor

II. Coordinator of Adult Education in Huntsville

III. Coordinator of Church Women United Organization

IV. Director of Huntsville-Madison County Volunteer Bureau

V. Interviewers for Huntsville-Madison County Volunteer Bureau

VI. ABE Teacher-Coordinator

## VOLUNTEER SELECTION BY GROUPS

| ORGANIZATION | Number Of Persons Interviewed | Number Of Recruiters Selected | Number Of Teachers Selected | Number Selected But Left The Project | |
|---|---|---|---|---|---|
| | | | | Recruiters | Teachers |
| CHURCH RELATED GROUPS | 71 | 18 | 4 | 0 | 0 |
| VOLUNTEER BUREAU | 12 | 3 | 3 | 0 | 0 |
| ADULT BASIC EDUCATION TEACHERS | 8 | 2 | 2 | 0 | 0 |
| LOCAL NEWS MEDIA | 35 | 1 | 1 | 0 | 0 |
| BOARD OF EDUCATION | 2 | 1 | 1 | 1 | 1 |
| | | | | | |
| TOTALS | 128 | 25 | 11 | 1 | 1 |

# Huntsville Area Vocational Technical Center

2800 Drake Avenue S.W. ◇ Huntsville, Alabama 35805

December 14, 1970

Mrs. R.E. Townsley
1707 Laverne Drive N.W.
Huntsville, Alabama

Dear Mrs. Townsley:

The need for Adult Basic Education programs is becoming increasingly apparent in our nation and in our own city of Huntsville. The problem of identifying and developing types of models and programs that will prove effective in enhancing learning among adults is of prime importance.

There are in our Rocket City today thousands of people who lack the education necessary to function effectively in this highly technical area. Many of them do not possess the basic academic skills necessary to obtain the technical jobs or even to function effectively in the society. I sincerely feel that the Adult Basic Education program will provide a high return for these persons who have never received a high school education.

You can help obliterate this problem by volunteering to serve as a teacher or teacher helper in our Adult Education program. We presently have eleven ABE classes meeting in Huntsville. However, all of these meet in the evening. We feel there is an urgent need for a day class in the Binford Court-Butler Terrace area. Many of the residents have small children which makes it impossible for them to attend night classes. The lack of transportation also prohibits their participation. A day class which meets in this area would provide a wonderful opportunity for these persons to attend classes. This would be held for two hours per day two mornings each week.

One certified teacher will be hired as teacher of the high school equivalency class and teacher coordinator. We need four volunteer teachers and teacher aids to work with Levels I and II. The teachers who have taught in this area before have found this work most gratifying and rewarding.

If you are interested in serving in this capacity you may contact Pat Carey (837-0165) or Ray Blankenship (536-5328) for further information.

We really appreciate the efforts you Church Women United have put forth in our recruitment efforts. We had a considerable increase in enrollment in our last registration. Much of this would not have happened had it not been for you.

Sincerely,

A. Ray Blankenship

ARB/bw

AGENCY REQUEST FOR VOLUNTEERS

TO: VOLUNTEER BUREAU
701 Andrew Jackson Way, N.E.
Huntsville, Alabama 35801

AGENCY: _____ TELEPHONE: _____

ADDRESS: _____

SUPERVISOR: _____

TITLE: _____

VOLUNTEER JOB TITLE: _____

NUMBER NEEDED: _____

DAYS OF THE WEEK: _____ AGE PREFERRED: _____

HOURS: _____ SEX PREFERRED: _____

LENGTH OF ASSIGNMENT: _____ STARTING TIME: _____

DESCRIPTION OF DUTIES:

QUALITIES DESIRED:

TRAINING:

RECOGNITION:

DATE: _____ SIGNED _____

CAPABILITY AND CHARACTERISTIC EVALUATION CHART FOR

VOLUNTEER RECRUITERS AND ADULT BASIC EDUCATION TEACHERS

| | LOW | | AVERAGE | | HIGH | |
|---|---|---|---|---|---|---|
| DEPENDABILITY | 1 | 2 | 3 | 4 | 5 | + |
| PATIENCE | 1 | 2 | 3 | 4 | 5 | + |
| CONCERN FOR PEOPLE | 1 | 2 | 3 | 4 | 5 | + |
| TIME AVAILABLE | 1 | 2 | 3 | 4 | 5 | + |
| FORMAL EDUCATION | 1 | 2 | 3 | 4 | 5 | + |
| ABILITY TO ACCEPT PEOPLE | 1 | 2 | 3 | 4 | 5 | + |
| KNOWLEDGE OF ADULT BASIC EDUCATION PROGRAM | 1 | 2 | 3 | 4 | 5 | + |
| INTEREST | 1 | 2 | 3 | 4 | 5 | + |
| COOPERATIVENESS | 1 | 2 | 3 | 4 | 5 | + |
| RECEPTIVENESS TO TRAINING | 1 | 2 | 3 | 4 | 5 | + |
| ABILITY TO WITHSTAND REBUFF | 1 | 2 | 3 | 4 | 5 | + |
| ABILITY TO RELATE LEARNING TO LIFE SITUATIONS | 1 | 2 | 3 | 4 | 5 | + |
| APPROPRIATE PERSONAL APPEARANCE | 1 | 2 | 3 | 4 | 5 | + |
| EXPERIENCE IN VOLUNTEER SERVICES | 1 | 2 | 3 | 4 | 5 | + |

RECRUITER'S INFORMATION CARD

NAME_____DATE_____PHONE_____

ADDRESS_____MALE____FEMALE____MARRIED___SINGLE____

APPROXIMATE AGE: 18 - 30_____ 31 - 45_____46 - 60_____ OVER 60_____

NUMBER SCHOOL AGE CHILDREN:_____ TRANSPORTATION: YES_____NO_____

EMPLOYMENT OF RECRUITER_____

EMPLOYMENT OF SPOUSE_____

WERE THEY INTERESTED IN ABE? YES_____NO_____ WHY?_____

GRADE COMPLETED IN SCHOOL: Recruiter_____ Spouse_____

SPECIAL INTEREST: Church_____ Club_____ Other_____

DID RECRUITER ENROLL IN ABE? Yes_____ No_____ REASON_____

HAD HE BEEN RECRUITED BEFORE? Yes_____ No_____ ENROLLED BEFORE? Yes____No____

COMMENTS:_____

RECRUITER'S NAME_____

RECRUITER'S DATA CARD

NAME Mrs. Martha Allen

ADDRESS 177 Locust Street

TELEPHONE 549-2503

AGE LEVEL GED DATE ENROLLED

INTERESTED YES ✓ NO

Needs transportation over

---

Phone her about Lettie Smith in 148 Locust Street who is looking for someone to walk to class with.
She is going to check with the neighbor and friend in 175 and get her to come with her. Call her Wednesday before registration.
Called 11-25-70. She is going with Molly Martin.

APPALACHIAN
ADULT BASIC EDUCATION
VOLUNTEER RECRUITER-TEACHER

Date_____

Mr.
Mrs.
Miss_____ Date Of Birth_____
Last First Middle

Home Address_____ Telephone_____

Educational Background - Circle One

Elementary School 1 2 3 4 5 6 7 8 High School 1 2 3 4

College 1 2 3 4 5 6 Degree_____

Work Experience

Brief description_____

_____

Type of Work Preferred_____ Recruiter_____ Teacher

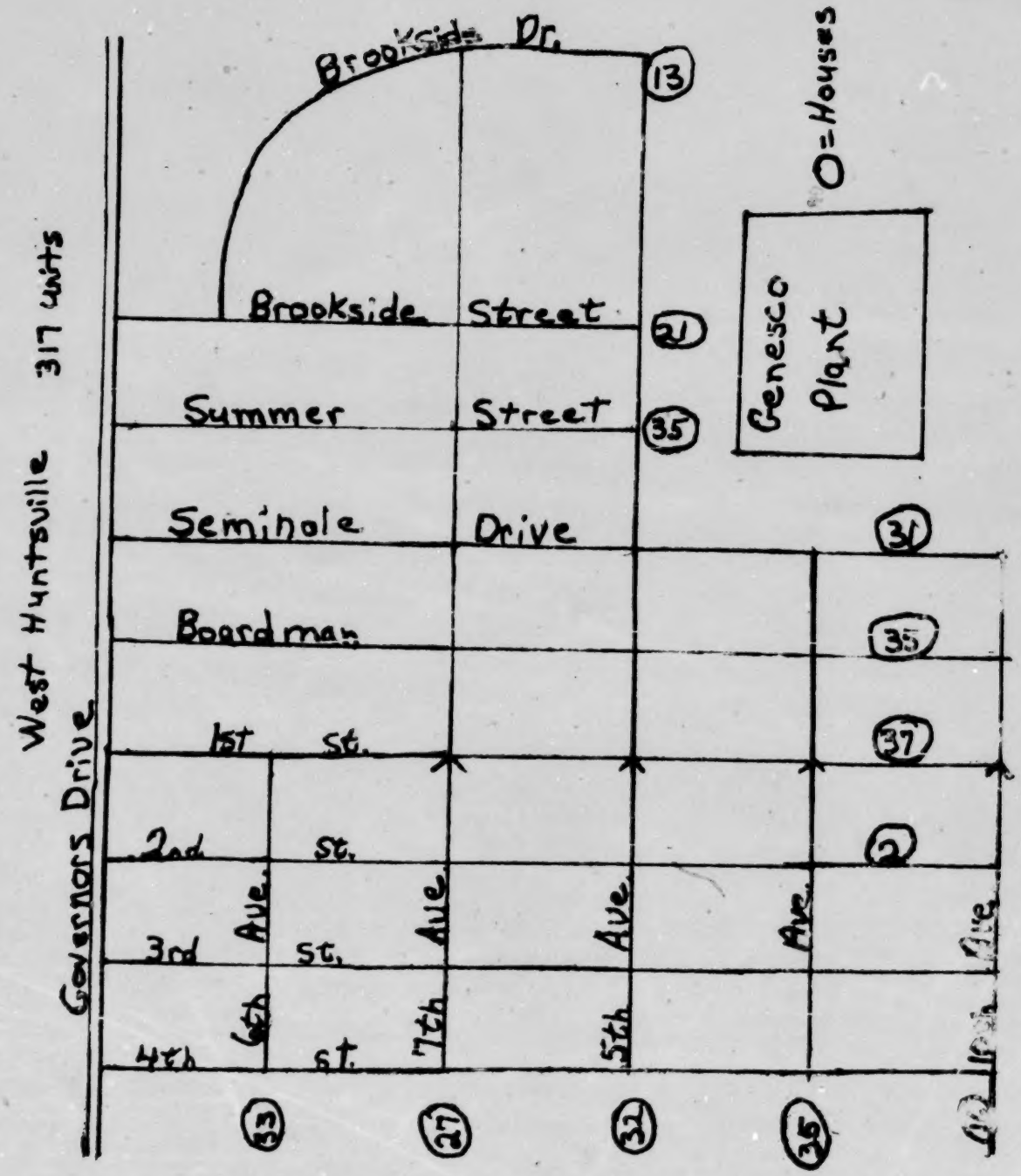
Days and Time Available (Please check)

| | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. |
|---|---|---|---|---|---|---|
| 9:00-12:00 A.M. | ____ | ____ | ____ | ____ | ____ | ____ |
| 12:00-3:00 P.M. | ____ | ____ | ____ | ____ | ____ | ____ |
| 9:00-3:00 | ____ | ____ | ____ | ____ | ____ | ____ |
| 6:00-9:00 P.M. | ____ | ____ | ____ | ____ | ____ | ____ |

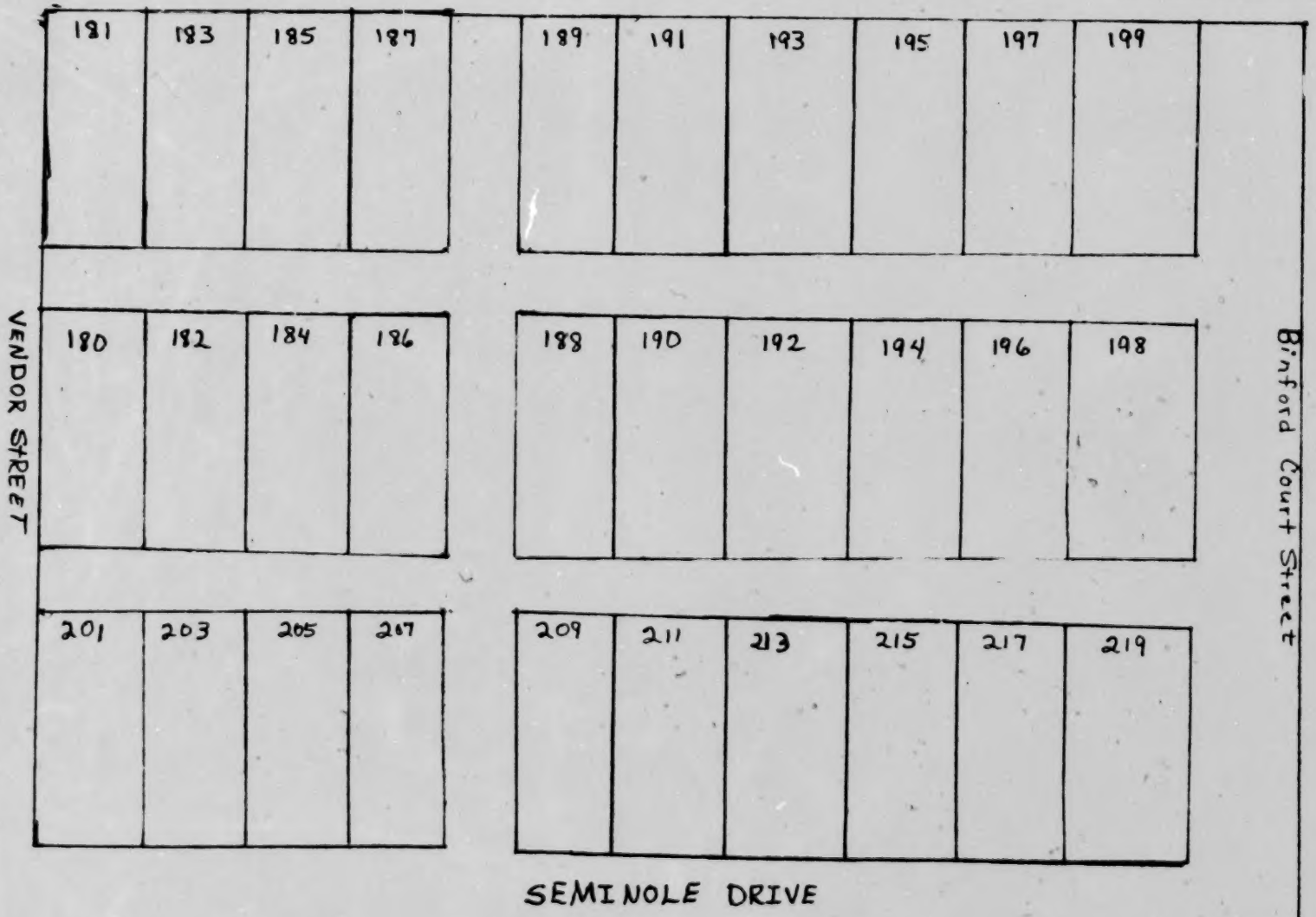
Other

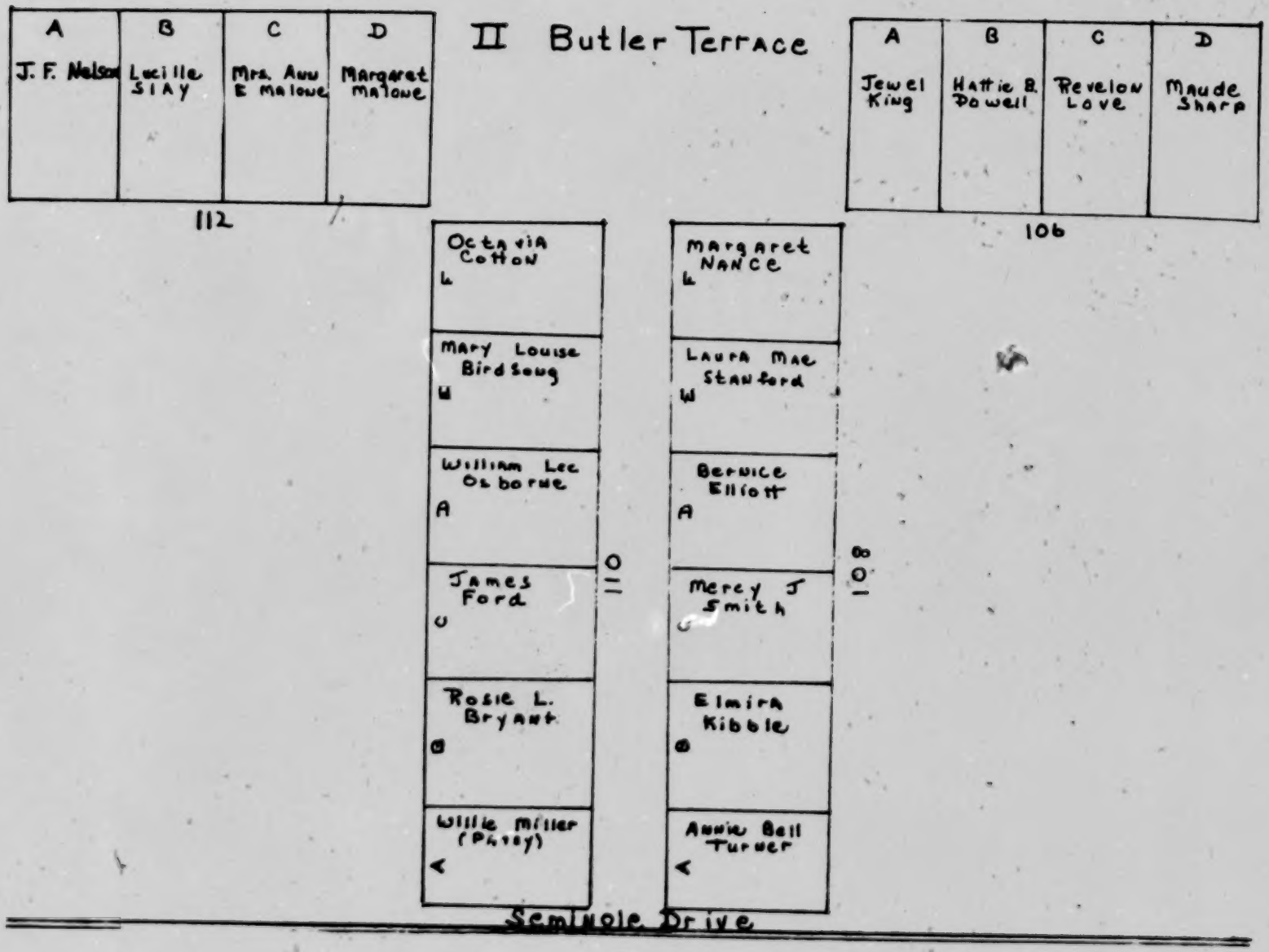
Return to: Mrs. Bobbie L. Griffin
Adult Education Coordinator
2000 Drake Ave. S.W.
Huntsville, Alabama 35805

# MODEL NEIGHBORHOOD AREA


West Huntsville
317 units
Governors Drive
Brookside Dr.
Brookside Street
Summer Street
Seminole Drive
Boardman
1st St.
2nd St.
3rd St.
4th St.
6th Ave.
7th Ave.
5th Ave.
Ave.
Ave.
Genesco Plant
O=Houses
13
2
35
37
35
37
2
33
27
32
35

# Binford Court 180-219




II Butler Terrace
A
J. F. Nelson
B
Lucille SIAY
C
Mrs. Ann E Malone
D
Margaret Malone
112
A
Jewel King
B
Hattie B. Powell
C
Revelon Love
D
Maude Sharp
106
Octavia Cotton
L
Margaret NANCE
L
Mary Louise Birdsong
W
Laura Mae Stanford
W
William Lee Osborne
A
Bernice Elliott
A
James Ford
U
Mercy J Smith
U
Rosie L. Bryant
C
Elmira Kibble
C
Willie Miller (Patsy)
C
Annie Bell Turner
C
Seminole Drive

# OPEN THE DOOR TO ADULT BASIC EDUCATION

WHAT CAN I LEARN?

1. Improve speaking, reading, and English.
2. Improve arithmetic.
3. Learn job-getting skills.
4. Learn about spending money wisely, home management, citizenship.
5. Prepare for the G.E.D. High School Diploma.

HOW MUCH DOES IT COST?

Completely FREE!!

REGISTRATION: September 28, 1970

LOCATION: Evening Centers: Stone Jr. High School
2620 Clinton Ave., W.

Cavalry Hill Jr. High School
2800 Poplar Ave.

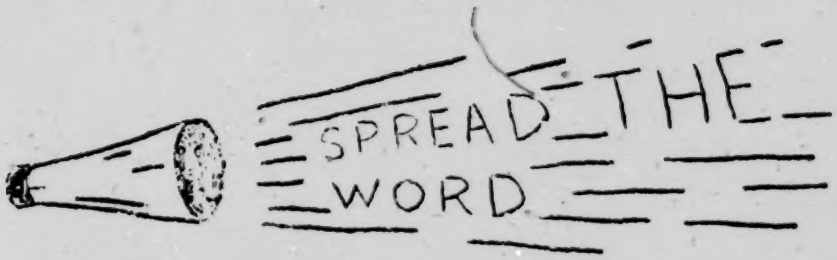
TIME: 6:00 P.M. - 9:00 P.M.

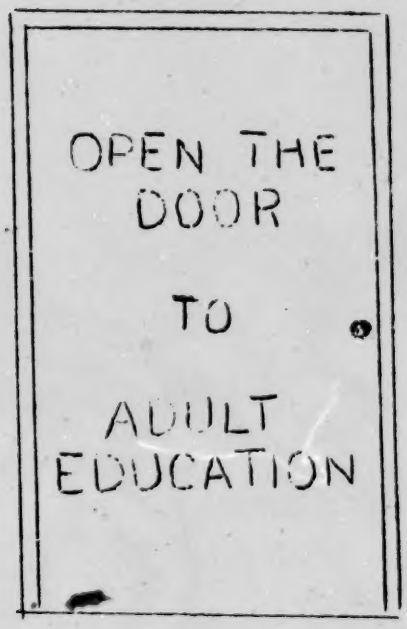
CLASS SCHEDULE: Monday and Thursday evenings

DAYTIME CENTER: Adult Learning Center
2620 Clinton Ave., W.

Time: 8:00 A.M. - 3:00 P.M.
Monday through Friday

ADULT EDUCATION - YOUR BEST INVESTMENT




# ADULT CLASS AT DRAKE TOWERS

| | |
|---|---|
| REGISTRATION AND SOCIAL HOUR: | April 12, 1971 |
| TIME: | 6:00 P.M. |
| LOCATION: | Recreation Room of Drake Towers |
| CLASS SCHEDULE: | Tuesday and Friday evenings |
| TEACHER: | Mrs. Ella Kendricks |

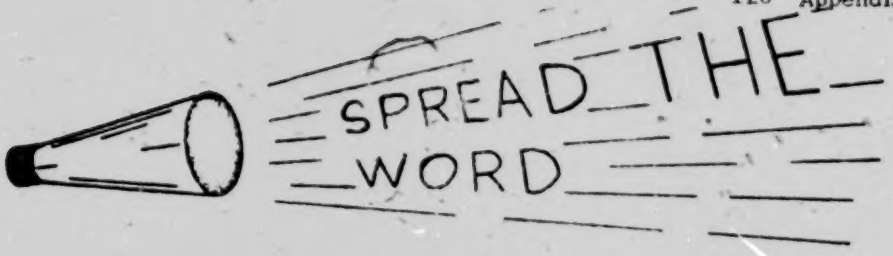
WHAT CAN I LEARN?

1. Improve speaking, reading, and English.
2. Improve arithmetic.
3. Learn about spending money wisely, home management, citizenship.
4. Learn basic artistry and sewing.
5. Social fellowship.

HOW MUCH DOES IT COST?

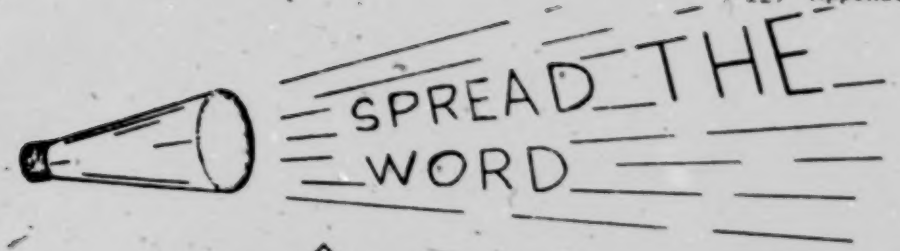
Absolutely F R E E!!

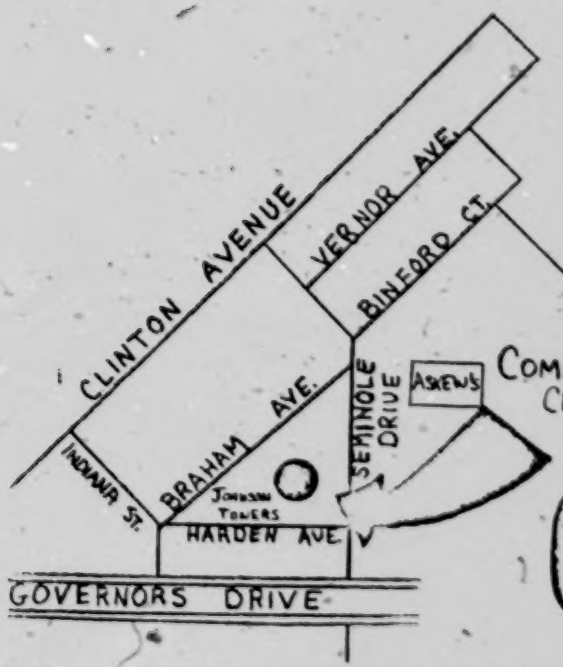
REFRESHMENTS SERVED AT EACH CLASS




# DAYTIME ADULT LEARNING LAB

| | |
|---|---|
| FOR: | ALL ADULTS<br>1. Improve Speaking, Reading, English, Math<br>2. Prepare for the G.E.D. high school diploma |
| HOW MUCH DOES IT COST? | Absolutely F R E E!! |
| PLACE: | Adult Learning Center<br>2620 Clinton Avenue W. (At rear of Stone Jr. High School) |
| TIME: | Monday through Friday from 8:30 A.M. - 3:30 P.M.<br>(Come at your convenience)<br>Monday and Thursday evenings 6:00 - 9:00 P.M. |
| FOR INFORMATION CALL: | 536-5328 |

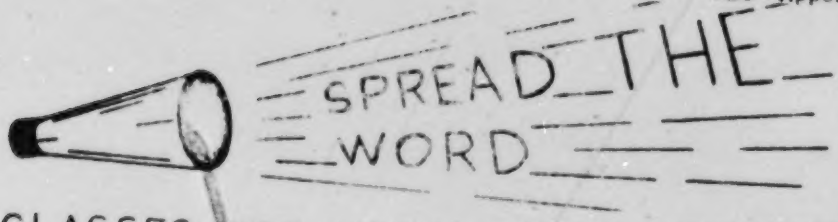


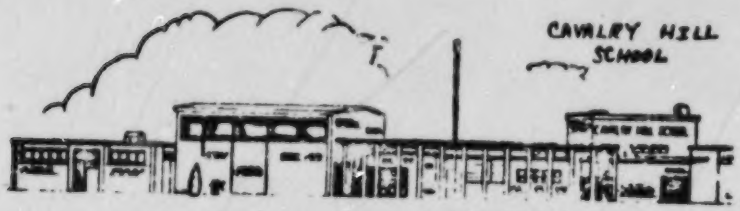

# ADULT EDUCATION DAY CLASS

| | |
|---|---|
| FOR: | ANYONE WHO HAS NOT COMPLETED HIS HIGH SCHOOL EDUCATION |
| HOW MUCH DOES IT COST? | Absolutely F R E E!! |
| REGISTRATION: | April 12, 1971 |
| PLACE: | Butler Terrace Community Center<br>212 Seminole Drive (Use rear entrance) |
| TIME: | Monday and Tuesday mornings from 9:00 - 11:00 A.M. |
| FOR INFORMATION CALL: | 536-5328 |

**ADULT EDUCATION - YOUR BEST INVESTMENT**




# ADULT CLASSES FOR MODEL CITIES NEIGHBORHOODS




**REGISTRATION:** February 8, 1971 - 6:00 P.M.
**LOCATION:** Cavalry Hill School and Stone Junior High School
**CLASSES BEGIN:** February 8, 1971
**CLASS SCHEDULE:** Monday and Thursday nights
**TIME:** 6:00 - 9:00 P.M.

**DAYTIME CENTER:**

**LOCATION:** Adult Learning Center, 2620 Clinton Avenue W.
**CLASSES BEGIN:** February 8, 1971
**CLASS SCHEDULE:** Monday through Friday
**TIME:** 8:00 A.M. - 3:00 P.M.

**THE FOLLOWING COURSES ARE OFFERED AT BOTH SCHOOLS: (NO CHARGE FOR COURSES)**

1. BEGINNING TYPING
   - A. Introduction to Machine
   - B. Study of Keyboard
   - C. Drills
   - D. Typing Correspondence
   - E. Typing for Pleasure
2. BOOKKEEPING AND ACCOUNTING
   - A. Consumer Math
   - B. Using an Adding Machine
3. HOME ECONOMICS
   - A. Sewing
   - B. Meal Planning and Cooking
   - C. Personal Grooming
4. HOME IMPROVEMENT AND MAINTENANCE
   - A. Home Improvement
     1. Ceramics
     2. Shrubbery and Lawn Care
   - B. Home Maintenance
     1. Electrical
     2. Mechanical
     3. Painting
     4. Carpentry
     5. Metal Work
     6. Woodworking and Furniture Refinishing
5. BASIC ADULT EDUCATION CLASSES
6. GED CLASSES (Working toward High School Equivalency Diploma)

**THE FOLLOWING COURSE OFFERED ONLY AT CAVALRY HILL SCHOOL:**

PERSONAL GROOMING AND HYGIENE
A. Hair and Wig Care
B. Anatomy

## ADULT EDUCATION - YOUR BEST INVESTMENT

Adult Education Workshop for Volunteers
Topic: Recruitment
September 3, 1970

Consultant - Dr. Harry E. Frank
Head of Adult Education Department
Auburn University

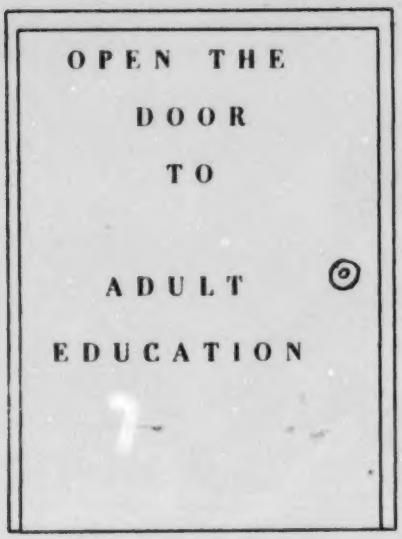
Specialty Assistants - Mr. Bob Walden
Area Supervisor of A.B.E.

Mr. Ben Garmon
Director of Vocational and Adult Education
Huntsville City Schools

Mrs. Bobbie Griffin
Coordinator of Adult Education Programs
Huntsville City Schools

-Program-

| | | |
|---|---|---|
| 9:00 - 9:45 | - | General Session |
| 9:45 - 10:00 | - | Coffee Break |
| 10:00 - 10:40 | - | Orientation to Programs Offered by City Board of Education |
| 10:40 - 12:00 | - | Procedures |




# ADULT EDUCATION WORKSHOP FOR VOLUNTEERS

**November 16, 1970**
**9:00 A.M.**

PROGRAM

I. Introduction of Volunteers and Guest

II. Explanation of Demonstration Project

III. Evaluation of Previous Recruitment

IV. How to Recruit Effectively - Mr. Richard Showers

V. Discussion - Role Playing - Questions and Answers

VI. Orientation for New Volunteers

**ADULT EDUCATION - YOUR BEST INVESTMENT**

Volunteer Teacher Project

Huntsville Adult Basic Education

Conference Number 1

January 7, 1971

Leader: A. Ray Blankenship

AGENDA

1. Introduction of volunteers
2. Project objectives
3. Short history of Adult Education in the United States
4. Discussion of the hard-core poor
5. Butler Terrace-Binford Court area
6. Levels of ABE classes
7. Schedule of classes
8. Number of teachers
9. Recruitment and retention
10. Next orientation conference

Volunteer Teacher Project

Sponsored by

Huntsville City Board of Education

and

Appalachian Adult Basic Education Demonstration Center

January 14, 1971

Consultants

Dr. Harry E. Frank
Head of Adult Education Department
Auburn University

Mrs. Bobbie Griffin
Coordinator of Adult Education
Huntsville City Schools

A. Ray Blankenship
Assistant Project Director

PROGRAM

1. Introduction of volunteers and guests
2. Review of special project objectives
3. Teaching adults is different from teaching children-Andragogy principles
4. Personal characteristics of ABE learner that affect the teaching act
5. What does an adult educator do?
6. Matching methods to learner's need
7. Evaluation of learning
8. Question and answer period
9. Third orientation conference schedule

Volunteer Teacher Project

Sponsored by

Huntsville City Board of Education

and

Appalachian Adult Basic Education Demonstration Center

January 21, 1971

Consultants

Mr. Bob Walden
State Area Supervisor
Adult Basic Education

Mr. E. C. Wilson
Director Adult Basic Education
Etowah County Schools

Mrs. Bobbie Griffin
Coordinator of Adult Basic Education
Huntsville City Schools

Mr. A. Ray Blankenship
Assistant Project Director

PROGRAM

1. Discussion of Adult Education in Alabama
2. Teachers' responsibilities in reference to dropouts
3. Needs of adult students based on Maslow's Hierarchy of needs
4. Film: "Second Chance"
5. Teaching methods
6. Fourth orientation schedule

Volunteer Teacher Project

Sponsored by

Huntsville City Board of Education

and

Appalachian Adult Basic Education Demonstration Center

January 28, 1971

Leaders

Mrs. Shelia Guest
Teacher Coordinator
Volunteer Teacher Project

Mrs. Bobbie Griffin
Coordinator of Adult Education
Huntsville City Schools

Mr. A. Ray Blankenship
Assistant Project Director

PROGRAM

1. Discussion of ABE levels to be taught
2. Assignment of teachers to various levels
3. Tour Adult Learning Center (Materials Center)
4. Visit classes
5. Tour Butler Terrace Community Center
6. Recruitment
7. Questions and evaluation

Volunteer Teacher Project

Sponsored by

Huntsville City Board of Education

and

Appalachian Adult Basic Education Demonstration Center

February 4, 1971

Leaders

Mrs. Shella Guest
Teacher Coordinator
Volunteer Teacher Project

Mr. A. Ray Blankenship
Assistant Project Director

PROGRAM

1. Schedule Guest Speaker For Next 11 Weeks
2. Recruitment
   A. Role Playing
   B. Information Forms
   C. Signs
3. Promptness & Dependability of Recruiters & Teachers
4. Securing Supplies
5. Location of Classes
6. Tour Facility

Volunteer Teacher Project

Sponsored by

Huntsville City Board of Education

and

Appalachian Adult Basic Education Demonstration Center

February 8, 1971

Leaders

Mrs. Shella Guest
Teacher Coordinator
Volunteer Teacher Project

Mr. A. Ray Blankenship
Assistant Project Director

PROGRAM

1. Discuss Registration
2. Schedule for First Day of Class
3. Question and Answer Period
4. Lesson Planning by Levels
5. Tour Area

Volunteer Teacher Project

Sponsored by

Huntsville City Board of Education

and

Appalachian Adult Basic Education Demonstration Center

February 9, 1971

Leaders

Mrs. Shelia Guest
Teacher Coordinator
Volunteer Teacher Project

Mr. A. Ray Blankenship
Assistant Project Director

PROGRAM

1. Registration of New Students
2. Acquisition of Materials and Supplies
3. Film "How We Can Improve Ourselves"
4. Lesson Planning By Levels

## JOB DESCRIPTION OF RECRUITER

I. Social Aide

A. Appropriate Dress

B. Become Acquainted With Program

1. Realistic approach

2. Many educational programs

C. Plan (When to go--not Saturday night)

D. Use Positive Contacts (Obtain names from people you contact)

E. Be Available on Enrollment Night

F. Get Phone Number and Name of Positive Contacts--Call the day before to remind

G. Go in Pairs (two)

## EVALUATION OF RECRUITMENT

STRONG AND WEAK POINTS IN TERMS OF JOB PERFORMANCE.

DID JOB DESCRIPTION FIT WHAT YOU FOUND?

I. JOB PERFORMANCE SKILLS

A. Did you receive adequate orientation?
B. Did you use appropriate approaches?
C. Was the time O.K.?
   1. Amount
   2. When
D. Did you utilize the association of one person or more?
E. Did you get names and phone numbers to call?

II. ORIENTATION OF PEOPLE TO THE PROGRAM

A. Did you make the people aware of the broad range of the program? (Something for everybody.)
B. Did you make the people aware of the physical closeness of the classes?

III. EXTENT TO WHICH FOLLOW-UP IS CARRIED OUT

A. Help with enrollment.
B. Contact people who do not show up for enrollment that gave a definite commitment.

# HISTORY OF ADULT EDUCATION IN THE UNITED STATES

1. THE TOWN MEETING
2. THE JUNTO - 1730
3. LIBRARIES - 1735
4. MECHANICS INSTITUTES - 1831
5. THE CHAUTAUQUA MOVEMENT - 1874
6. HIGHER EDUCATION - 1880
7. AGRICULTURAL EXTENSION - 1887
8. VOCATIONAL EDUCATION - 1917
9. RECENT PROGRAMS

COURSES TAKEN BY ADULTS

| SUBJECT MATTER | % OF TOTAL COURSES |
|---|---|
| A. VOCATIONAL | 32 |
| B. HOBBIES AND RECREATIONAL | 19 |
| C. GENERAL EDUCATION | 12 |
| D. RELIGION | 12 |
| E. HOME AND FAMILY LIFE | 12 |
| F. PERSONAL DEVELOPMENT | 5 |
| G. PUBLIC AND CURRENT AFFAIRS | 3 |
| H. AGRICULTURE | 1 |
| I. MISCELLANEOUS | 3 |

THE TYPICAL ADULT EDUCATION PARTICIPANT

HE IS JUST AS OFTEN SHE; IS TYPICALLY UNDER 40; HAS COMPLETED HIGH SCHOOL OR BETTER; ENJOYS ABOVE AVERAGE INCOME; WORKS FULL TIME AND MOST OFTEN IN WHITE-COLLAR OCCUPATIONS; IS TYPICALLY WHITE AND PROTESTANT; IS MARRIED AND IS A PARENT; LIVES IN AN URBANIZED AREA AND MORE LIKELY IN THE SUBURBS THAN INSIDE THE LARGE CITY; IS FOUND IN ALL PARTS OF THE COUNTRY.

## SOME OBSERVATIONS ABOUT ABE RECRUITMENT

RECRUITING ABE STUDENTS IS AN EXTREMELY DIFFICULT TASK ON A YEAR-IN, YEAR-OUT BASIS--PARTICULARLY AFTER THE "CREAM" IS SKIMMED OFF THE TARGET POPULATION.

TRADITIONAL RECRUITMENT METHODS WHICH HAD BEEN USED TO ATTRACT MIDDLE-CLASS ADULTS IN THE PAST OFTEN FLOP MISERABLY WITH ABE STUDENTS.

GETTING STUDENTS TO ENROLL IN ABE CLASSES IS FAR FROM ANY GUARANTEE THAT THEY WILL BE SO ENTHRALLED WITH EDUCATION THAT THEY WILL CONTINUE TO ATTEND CLASSES ON A REGULAR BASIS.

ABE ATTENDANCE IS TYPICALLY SPORADIC IN NATURE AND IS OFTEN DEPENDENT ON FACTORS NOT DIRECTLY RELATED TO THE LEARNING TRANSACTION.

RESPONSIBILITY FOR RECRUITMENT AND RETENTION IS SHARED BY THE ADMINISTRATOR, COUNSELOR, TEACHER AND TEACHER HELPERS.

NO STIPENDS ARE PROVIDED FOR ABE STUDENTS, NO TRANSPORTATION COSTS, NO CHILD CARE SERVICE.

## FACTORS THAT INFLUENCE LEARNING

USUALLY WE LEARN:

1. IF WE WANT TO
2. BECAUSE WE HAVE TO
3. BECAUSE WE ARE ABLE TO
4. ACCORDING TO HOW WE FEEL PHYSICALLY
5. WHEN WE ARE INTERESTED
6. WHEN THE LEARNING MAKES SENSE AND SEEMS WORTHWHILE
7. WHEN WE SET GOALS
8. IF THE RISK IS NOT TOO GREAT
9. IF OUR VALUES DO NOT BLOCK US
10. WHEN WE WANT TO LEARN A NEW SKILL OR IMPROVE OLD SKILLS
11. WHEN IT IS SATISFYING
12. WHEN WE CAN CONTROL OUR ANXIETIES

# HOW ADULTS LEARN

## (Principles of Learning)

| PRINCIPLES | EXAMPLE |
|---|---|
| 1. Readiness<br>Each learner has a "teachable moment"--A time when she is interested or ready for a new idea. | Mrs. G. was ready to learn about computational skills when her second grader came home and asked for help in math. |
| 2. Connection<br>A learning experience should be linked to what the learner does now or believes important. | Mrs. G. believes that skills are important because she wants her children to succeed in school and she wants to help them. |
| 3. Doing<br>Adults learn by doing, learning is a personal experience involving feeling and thinking. | By following along with the instructional aide, Mrs. G. worked some problems, once she had done them under supervision, she would have more self-confidence in doing them next time because she knew what to expect. |
| 4. When<br>All learners do not adopt an idea at the same time. People go at their own speed and are influenced by various factors. Some may never accept the whole idea. | Mrs. M. feels she needs to learn to read better. She feels fairly comfortable doing computational skills. Mrs. G. wants to learn to read better but after she develops the computational skills. |
| 5. Time<br>Decision to adopt an idea takes time. Final decision usually comes after a series of stages--awareness, interest, appraisal, and trial. | Mrs. F. knew that she was weak in computational skills (awareness). Her child in the second grade was having difficulty with computational skills (interests). She wants help her child and considers how, through her own learning can help (appraisal). She TRIES IT. If successful, she tries it again. |
| 6. Followup<br>Learning needs practice and support--also satisfactions and encouragement. | Mrs. G. learns to work math problems because: The instructional aide praises her; she can help her children; she can apply these skills to plan budgets and to spend money more wisely; and the more problems she works, the easier they are to do. |
| 7. Influence<br>Learners are often influenced by friends who have learned. | Mrs. M. said, "If Mrs. G. can do it, I can, too." (An instructional aide may influence others by sharing her learning experience.) |

PARTICIPATION BY INCOME, EDUCATION AND AGE

| | % OF SAMPLE | % PARTICIPATING |
|---|---|---|
| INCOME LEVEL: | | |
| UNDER $5,000 | 44 | 30 |
| $5,000 - $10,000 | 42 | 48 |
| $10,000 PLUS | 13 | 21 |
| EDUCATIONAL LEVEL: | | |
| UP TO 8 YEARS | 30 | 10 |
| HIGH SCHOOL | 51 | 51 |
| MORE THAN HIGH SCHOOL | 21 | 38 |
| AGE LEVEL: | | |
| UNDER 29 | 20 | 29 |
| OVER 30 | 80 | 71 |
| OVER 40 | 53 | 43 |

PARTICIPATION BY SOCIO - ECONOMIC GROUPS

| SOCIO - ECONOMIC GROUP | OCCUPATIONS INCLUDED | % IN SAMPLE | % PARTICIPATING |
|---|---|---|---|
| "LOWER - LOWER" | FARM AND OTHER LABORERS AND UNEMPLOYED | 7 | 3 |
| "WORKING" | SERVICE WORKERS, FARMERS, FARM MANAGERS | 34 | 22 |
| "LOWER-MIDDLE" | CLERICAL, SALES, CRAFTSMEN, FOREMEN | 36 | 41 |
| "UPPER-MIDDLE" | PROFESSIONAL TECHNICAL OFFICIALS, MANAGERIAL | 23 | 35 |

Guidesheet for Selecting Methods to Achieve Particular Objectives

| Type of Behavioral Change | Appropriate Methods |
|---|---|
| KNOWLEDGE<br>(Generalizations about experience; the internalization of information) | Oral instruction<br>Panel<br>Individual study (reading, et cetera)<br>Audio-visual<br>Information-based discussion<br>Programmed instruction |
| INSIGHT AND UNDERSTANDING<br>(The application of information to experience) | Feedback devices (vtr)<br>Problem solving<br>Group discussion<br>Laboratory experiences<br>Quizzes and written reports<br>Case Study |
| SKILLS<br>(The incorporation of new ways of performing through practice) | Individual job instruction<br>Audio-visual<br>Drill<br>Demonstration<br>Methods |
| ATTITUDES<br>(The adoption of new feelings through experiencing greater success with them) | Reverse role-playing<br>Group discussion<br>Counseling-consultation<br>Case study<br>Audio-visual |
| VALUES<br>(The adoption and priority arrangement of beliefs) | Group discussion<br>Biographical reading<br>Philosophical discussion<br>Workshops |
| INTERESTS<br>(Satisfying exposure to new activities) | Field trips and tours<br>Audio-visual aids<br>Reading<br>Creative Arts<br>Group discussion |

EVALUATION OF LEARNING PROCESS

Learner Involvement In Planning and Operating Learning Experiences

Inappropriate — Appropriate

Utilization of Learner Experience and Knowledge

Inappropriate — Appropriate

Physical Setting

Inappropriate — Appropriate

Empathy with Learners

Inappropriate — Appropriate

Relationship of Methods to Objectives

Inappropriate — Appropriate

Relationship of Content to Goals

Inappropriate — Appropriate

Emphasis on Cognitive Learning

Inappropriate — Appropriate

Emphasis on Affective Learning

Inappropriate — Appropriate

Emphasis on Psychomotor Learning

Inappropriate — Appropriate

Learning Climate

Inappropriate — Appropriate

Use of Multi-Media

Inappropriate — Appropriate

Opportunity For Sense of Progress

Inappropriate — Appropriate

## ADULT EDUCATION VOLUNTEERS

Mrs. Gwen Allen
1306 Briar Hollow Trail S E
Huntsville, AL 36806

Mrs. Cora Binford
514 Gallatin S W
Huntsville, AL 35801

Mrs. Ruth Boyer
6525 Marsh Avenue, NW
Huntsville, AL 35806

Mrs. Wanda Brown
3312 Hastings Road
Huntsville, AL 35801

Mrs. Pat Carey
403 Forrest Park Court
Huntsville, AL 35806

Martha and Ann Edwards
3210 Hastings Road, SW
Huntsville, AL 35801

Mrs. Carolyn Edwards
2202 Derussey Road, SE
Huntsville, Al 35801

Mrs. Dorthea Fryman
311 Sunset Avenue, SW
Huntsville, AL 35801

Mrs. Barber Gardner
208 Cole Drive, SE
Huntsville, AL 35802

Mrs. Betty Giardini
3205 Naylor Road, SE
Huntsville, AL 35801

Mrs. Elaine Gray
1708 Roaslie Road Drive, NE
Huntsville, AL 35811

Mrs. Doris Heaman
8705 Valley View Drive
Huntsville, AL 35802

Miss Kerry Jones
2805 7th Avenue
Huntsville, AL 35805

Miss Barbara Kirkpatrick
207 Cumberland Drive, SE
Huntsville, AL 35803

Mrs. Judith Mang
3405 Avondale Drive, NW
Huntsville, AL 35810

Mrs. Jo McComas
401 Forrest Park Court, NW
Huntsville, AL 35806

Mrs. Judy Miller
9305 Grandfield Lane, SE
Huntsville, AL 35803

Mrs. Kathryn Roberts
2709 Sparkman Drive
Huntsville, AL 35810

Mrs. Betty Shenk
737 Lilly Flagg Road, SE
Huntsville, AL 35802

Mrs. Linda Tooker
3602 McVay Street, Apt. A
Huntsville, AL 35805

Mrs. Sylvia Townsley
1717 Laverne Drive, NW
Huntsville, AL 35805

Miss Sally Turner
2117 Hall Avenue
Huntsville, AL 35805

Mrs. Judy Watters
918 Somerset Road
Huntsville, AL 35803

Miss Pat Wiley
2020 D, Colony Drive, SW
Huntsville, AL 35802

JOB DESCRIPTION

ADULT BASIC EDUCATION
VOLUNTEER PERSONNEL

INSTRUCTIONAL RESPONSIBILITIES

1. Provide assistance to learners through individualized, small group, and other instruction.
2. Prepare teaching aids and materials.
3. Provide remedial instruction.
4. Assist with plans and arrange for field trips.
5. Provide special tutoring for learners with special needs.
6. Provide learner assistance in selecting and operating "Hardware" and "Software" teaching media.
7. Check written work.
8. Secure information on problems and concerns that may guide learning toward more relevant content.
9. Develop favorable attitudes through continuous encouragement.
10. Secure and operate audio-visual equipment.
11. Adjust classroom for student comfort.
12. Provide individualassistance and encouragement to learners.
13. Make calls for information about absentees.
14. Assist in locating and securing resource persons to assist in instruction.
15. Develop favorable relationship with learners through understanding.
16. Observe promptness and regularity necessary for the times that have been designated as service periods.

Volunteer personnel job description page 2

17. Do not be too conciliatory or overly sympathetic.

18. Learners should be referred to other teachers when the instructor is unfamiliar with specific subject area.

19. Take inventory of learners competencies and check record sheet occasionally for progress.

20. Understand that dropouts are often caused by other priorities - not inefficient teaching.

21. Recognize that learners have limitations.

22. Keep local organizations (cwu, ywca, and etc.) informed of extent of cooperation with program.

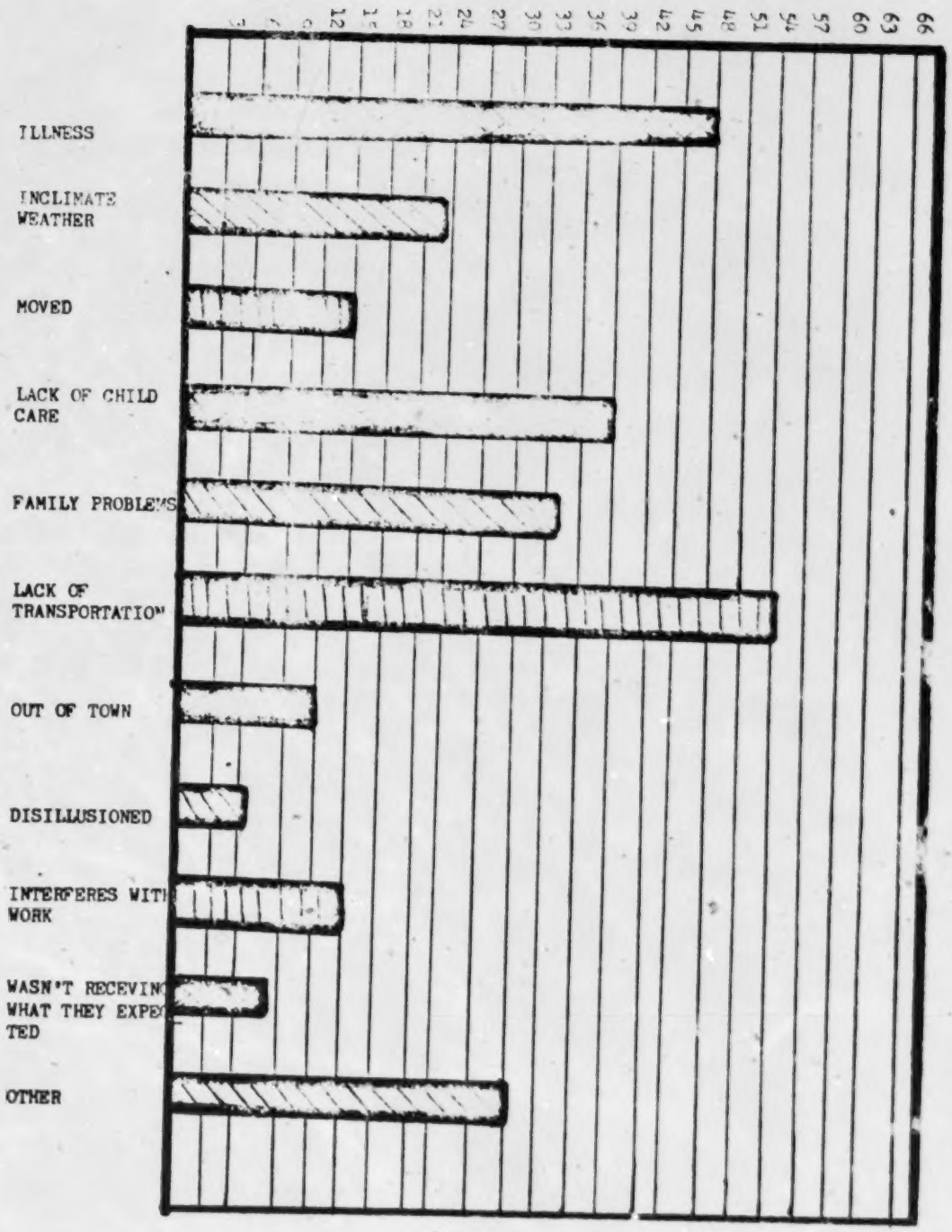
23. Develop competencies needed for individual and group instruction of learners through individual study, in-service training and personal contacts with other teachers. Plan and carry out self-development program to increase effectiveness.

24. Encourage others with suitable characteristics to join in the project as volunteer instructor or aide.

25. Utilize concrete examples with ABE learners and recognize their lack of communication skills.

HUNTSVILLE MODULE

REASONS GIVEN FOR ABSENTEEISM BY 288 ADULT BASIC EDUCATION STUDENTS [illegible]-1971



HUNTSVILLE MODULE ADULT BASIC,
EDUCATION ABSENTEES COUNSELOR'S LOG

| NAME NAME | ADDRESS | SCHOOL | REASON | RESULTS |
|---|---|---|---|---|
| J.B. | 3009 Penny St. | Stone | Family problems-three children-ages 3,4, & 5- no one to take care of children-wife not attending | Plans to start back soon |
| I.J. | 3822 Melody Rd. | Stone | Illness in family | Will return |
| W.J. | 3822 Melody Rd. | Stone | Illness in family | Will return |
| B.I. | 2017 Medaris Rd. | Stone | Ill-enjoys class very much | Will return Thursday 2-71 |
| A.C. | 2706 10th Ave. | Stone | Brother and wife quit coming-no transportation-mother keeps her child- recent divorcee | Will begin day class 2-15 |
| R.T.C. | 3413 Alpine | Stone | Talked with his sister, left note, working at night at Ken-Bar Inn | Hope to be back in class |
| G.D. | 1557 Beard St. | Cavalry | Keeping two children at night while mother goes to school-pleased to have someone come by | Will be back soon |
| J.W.W. | 1540 A Beard St. | Cavalry | Has been working at night | Will be back 2-15 |
| Miss H. | 15 B Beard St. | Cavalry | Interested in teaching in Volunteer Program | Promised to come and visit class |
| D.I. | 2906 A Poplar | Cavalry | Has been ill | Will be back in class 2-16-Sister interested in Mr. Joiner's Class |
| E.S. | 3803 Williamsburg | Stone | Father has been ill-Been out of town-Cleveland, Ohio | Will be back in class |
| A.B.H. | 306 Stokes St. | Stone | No real reason | Will attend Learning Center Will be back in class |

HUNTSVILLE MODULE ADULT BASIC,
EDUCATION ABSENTEES COUNSELOR'S LOG

| NAME | ADDRESS | SCHOOL | REASON | RESULTS |
|---|---|---|---|---|
| M.S. | 2908 B Poplar | Cavalry | Lost interest-would like to get a job | Will return to class |
| S.F. | 2205 Hall | Butler Terrace | Involved in an auto accident | Asked if ABE materials could be kept<br>Will return to class |
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April 1, 1971

Dear Volunteer,

I would greatly appreciate it if you would jot down a few of the comments some of the ABE students have made in regard to the positive and negative aspects of our program. This will help us considerably in planning a program for next year. It will also help greatly in compiling information for our final project report. If you wish, you may use the enclosed forms for this information.

You are doing a wonderful job and I thoroughly appreciate it.

Sincerely,

A. Ray Blankenship

## STUDENT'S EVALUATION OF ABE PROGRAM

Student ABE level_____

ABE Class attended: Stone___ Cavalry Hill___ Butler Terrace___

Comments:

Student ABE level_____

ABE Class attended: Stone___ Cavalry Hill___ Butler Terrace___

Comments:

## EVALUATION OF ADULT EDUCATION PROGRAM BY INSTRUCTOR

Directions:
Rate from 1 to 5 with 1 being best rating and 5 the poorest rating.
Circle your rating.

| | | Best | | | | Poorest |
|---|---|---|---|---|---|---|
| I. | Learner: | | | | | |
| | A. Adult learner was responsive | 1 | 2 | 3 | 4 | 5 |
| | B. Adult learner was motivated | 1 | 2 | 3 | 4 | 5 |
| | C. Class load was appropriate | 1 | 2 | 3 | 4 | 5 |
| | D. Learner was capable of handling subject matter | 1 | 2 | 3 | 4 | 5 |
| | E. Adult learner achieved his goal | 1 | 2 | 3 | 4 | 5 |
| | F. Adult learner attended regularly | 1 | 2 | 3 | 4 | 5 |
| II. | Program: | | | | | |
| | A. Time was provided for individualized instruction | 1 | 2 | 3 | 4 | 5 |
| | B. Program met the needs of the students | 1 | 2 | 3 | 4 | 5 |
| | C. The class time was appropriate | 1 | 2 | 3 | 4 | 5 |
| | D. Supervision was adequate | 1 | 2 | 3 | 4 | 5 |
| | E. Reports were adequate--too long--not complete | 1 | 2 | 3 | 4 | 5 |
| | F. Pay scale was adequate | 1 | 2 | 3 | 4 | 5 |
| III. | Facilities: | | | | | |
| | A. The building was clean | 1 | 2 | 3 | 4 | 5 |
| | B. The building was warm and comfortable | 1 | 2 | 3 | 4 | 5 |
| | C. The chairs were comfortable | 1 | 2 | 3 | 4 | 5 |
| | D. Materials were furnished as needed | 1 | 2 | 3 | 4 | 5 |
| | E. The building was well lighted | 1 | 2 | 3 | 4 | 5 |

IV. If it were possible to make a change in the program, what would be the one change that you would suggest?

EVALUATION OF ADULT EDUCATION PROGRAM BY ADULT LEARNER

Directions:
Rate from 1 to 5 with 1 being best rating and 5 the poorest rating.
Circle your rating.

| | Best | | | | Poorest |
|---|---|---|---|---|---|
| I. Teacher: | | | | | |
| A. Instructor was helpful | 1 | 2 | 3 | 4 | 5 |
| B. Instructor was friendly | 1 | 2 | 3 | 4 | 5 |
| C. Instructor had time to help learner | 1 | 2 | 3 | 4 | 5 |
| D. Instructor spoke clearly | 1 | 2 | 3 | 4 | 5 |
| E. Instructor treated everyone equally | 1 | 2 | 3 | 4 | 5 |
| F. Instructor was well prepared | 1 | 2 | 3 | 4 | 5 |
| G. Instructor knew subject material | 1 | 2 | 3 | 4 | 5 |
| II. Program: | | | | | |
| A. It was what I expected | 1 | 2 | 3 | 4 | 5 |
| B. It was beneficial to me | 1 | 2 | 3 | 4 | 5 |
| C. I would recommend it to my friends | 1 | 2 | 3 | 4 | 5 |
| D. Materials were appropriate to the subject | 1 | 2 | 3 | 4 | 5 |
| E. Classes were interesting | 1 | 2 | 3 | 4 | 5 |
| F. Classes were held at a convenient time | 1 | 2 | 3 | 4 | 5 |
| G. It met my needs | 1 | 2 | 3 | 4 | 5 |
| III. Facilities: | | | | | |
| A. The building was clean | 1 | 2 | 3 | 4 | 5 |
| B. The building was warm and comfortable | 1 | 2 | 3 | 4 | 5 |
| C. The seats were comfortable | 1 | 2 | 3 | 4 | 5 |
| D. The materials were furnished as needed | 1 | 2 | 3 | 4 | 5 |
| E. The building was well lighted | 1 | 2 | 3 | 4 | 5 |

IV. If it were possible to make a change in the program, what would be the <u>one change</u> that you would suggest?

HUNTSVILLE MODULE
ADULT BASIC EDUCATION RECRUITMENT PROGRAM
FOLLOW-UP CALLS

| REASONS STATED | PARTICIPANTS | RESULTS |
|---|---|---|
| Work interferes | 23 | Did not register |
| Lack of interest | 19 | Drop out |
| Too busy sewing and having company | 1 | Will enroll |
| Keeping her sister's children | 1 | Will enroll in Fall |
| Moved out of town | 7 | Will not enroll |
| Weather has been too bad | 9 | Will come in Summer |
| Enrolled in another training program | 16 | Will not return |
| Illness | 12 | Will enroll |
| Husband works too late | 5 | Will enroll next Fall |
| Works at night | 13 | Will come to day class |
| Attended last year but found classes boring | 1 | Will not enroll |
| Completed G.E.D. | 18 | Will not enroll |
| Works evening shift | 4 | Enrolled for nights when he is off work |
| Interested in typing class | 4 | Will enroll later |
| Living out of town | 1 | Will not enroll |
| Family problems | 12 | Will not enroll |
| Felt they were too old | 38 | Will not enroll |
| Pregnant | 4 | |
| No transportation | 69 | Did not enroll |
| Illness | 29 | Will not enroll |

| | | |
|---|---|---|
| Too busy | 12 | Will not enroll |
| Interested in sewing class | 11 | Will enroll |
| Husband in auto accident | 1 | Will not enroll |
| Travels too much | 1 | Will not enroll |
| Too shy | 1 | Will not enroll |
| Children ill | 3 | Will enroll |
| Afraid to drive at night | 4 | Will not enroll |
| No child care service | 21 | |
| | 340 | |

## NUMBERS RECRUITED BY DIFFERENT METHODS

## AS REPORTED BY 409 STUDENTS

| | Number | Percentage |
|---|---|---|
| Radio | 43 | 10.5% |
| Television | 20 | 4.8% |
| Newspaper | 60 | 14.6% |
| Printed Announcements (pamphlet, poster, billboards) | 25 | 6.1% |
| Teacher | 30 | 7.3% |
| Teacher Aides | 2 | .4% |
| Volunteer Recruiter | 38 | 9.2% |
| Friend or Neighbor | 120 | 29.3% |
| Family | 39 | 9.5% |
| Agency Referral | 13 | 3.1% |
| Alabama Employment Service | 5 | 1.2% |
| Huntsville City Board of Education | 5 | 1.2% |
| Model Cities Office | 1 | .2% |
| Redstone Arsenal Education Office | 2 | .5% |
| Other | 6 | 1.4% |
| Telephone Directory Yellow Pages | 1 | .2% |
| University of Alabama in Hunstville | 1 | .2% |
| Drake Technical School | 2 | .4% |
| Hunstville Manufacturing | 1 | .2% |
| W.I.N. Program | 1 | .2% |
| TOTAL | 409 | 100.5% |

Name_____

Class_____

Date_____

Please list all students who have been absent six consecutive evenings.

| NAME OF STUDENT | PHONE NO. | WHEN CONTACTED | REASON FOR NOT ATTENDING |
|---|---|---|---|
| | | | |
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HUNTSVILLE MODULE NEW MATERIALS

English Work Sheet

i love to take care of billy

can you help me wash dishes

nora is coming to visit me this friday

what time does class start in the morning

i live on indiana street in huntsville alabama

please call me at home

do you like to grow beautiful flowers

betty joyce has been sick with an ear ache

oh, how pretty my new dress is

i love to go to church and read the bible

my name is mary magadalene cook

come see what i have done

my teacher said i am doing very well with my studies

monday is a very busy day.at the hospital

i love to go to church and hear about my lord jesus christ

do you love to read the bible too

i have a very fine son who served in vietnam

oh my feet are tired tonight

spring is here and it feels so wonderful outside

i am planting okra tomatoes mustard greens onions and lettuce in my garden

HUNTSVILLE MODULE NEW MATERIALS

English Work Sheet Cont.

i have met a new friend and her name is sylvia townsley

coreen will you be able to come over and have supper with us soon

is the washing and ironing done yet dorothy

one of the most important events in a christians life is easter

would you please give me your telephone number

my birthplace is huntsville alabama

my son jesse has gone to the university of alabama for two years

i have been working very hard on my studies

ABE Level_____

Date entered_____

Social Security No._____

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
STUDENT INFORMATION SURVEY

The teacher, counselor, or other staff member will interview and fill out this form for each participant.

Name_____

Address_____

Telephone No._____

---

1. In what year were you born?_____

2. Sex: (Check) _____Male _____Female

3. Race: (Check) _____White _____Negro _____Other_____

4. Marital Status? (Check) _____Single _____Married___Other

5. How many children do you have at home?_____

| NAME OF CHILD | AGE | GRADE IN SCHOOL |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

6. How many years have you lived in the Community?_____

7. Highest grade parents completed. _____Father _____Mother

8. Highest grade you completed in school._____ Where?_____

9. What is your primary occupation?_____

10. What is your current work status? (Check)

() Employed full time
() Employed part time
() Unemployed but seeking work
() Not seeking work - Unemployed
() To be placed through this project

STUDENT INFORMATION SURVEY CON'T

11. If not employed full time, the main reason is (Check)

() Unable to find work
() Keeping House
() In School
() Retired
() Disabled
() Other (specify)_____

12. How was the contact between ABE and the participant made?_____

_____

_____

_____

13. Reason for participation in ABE?_____

_____

_____

_____

_____

_____

_____

_____

_____

14. Has the participant been enrolled in ABE before?____Yes____No

15. If yes, how long?_____

16. Additional information:

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER
WITHDRAWAL FORM

This form should be completed by the teacher for each student who withdraws from class.

1. Name of student _____

2. Number of hours in attendance before withdrawal _____

3. Please indicate the attendance pattern of the student before he withdrew from class by checking one of the statements below.

   _____a. withdrew after attending one or two classes
   _____b. withdrew after period of irregular attendance
   _____c. attendance was good, withdrawal was abrupt

4. Please indicate the grade level of the student.

   _____a. Level I
   _____b. Level II
   _____c. Level III
   _____d. GED

5. How many hours of instruction did the student miss before he was contacted. _____

6. Please check the statement below which best describes the reason why the student withdrew.

   _____a. transferred to another ABE class
   _____b. entered other educational training
   _____c. moved away
   _____d. completed requirements for eighth grade equivalency or beyond
   _____e. secured employment
   _____f. lost interest
   _____g. conflict with work
   _____h. family problems
   _____i. other reasons Specify: _____

   _____

APPALACHIAN ADULT BASIC EDUCATION DEMONSTRATION CENTER

EMPLOYMENT STATUS

This form should be filled out by the teacher for each pupil enrolled.

1. Name _____

2. If unemployed, what type of work has the student done in the past?

_____

3. What type of job would the student like to have?

_____

4. Occupational changes since enrollment. Record nature of change.

| | Reasons for change. |
|---|---|
| A. _____ | A. _____ |
| B. _____ | B. _____ |
| C. _____ | C. _____ |
| D. _____ | D. _____ |
| E. _____ | E. _____ |
| F. _____ | F. _____ |